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Educational Supplement

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Getting the point. . . National Union of Teachers leader Fred Jarvis answers a demonstrator outside Church House, London last week. As negotiations in the Burnham Committee got under way noisy protestors reminded him not to "sell out" by backing the pay deal favoured by other teachers' leaders and their employers.

New pay round opens as '85 deal is sealed

by TES reporters

Long-delayed talks open today on a new deal covering teachers' pay, conditions and career prospects in the wake of this week's official ending of the 1985 dispute.

A meeting at Acas, the conciliation and arbitration service, under the chairmanship of Sir John Wood – the man picked to lead the panel of "three wise men" to supervise the talks – is *expected* to set a timetable and lay down procedures for the discussions.

Sir John was said by teachers to have been "blackballed" by management for the 1984 pay arbitration. Local authorities say this was a misunderstanding.

Sir John, 58, is chairman of the Central Arbitration Committee and of the Police Arbitration Tribunal. He was *also chairman of the Standing* Committee on Pay Comparability from 1980–81.

The other members appointed by Acas chairman Sir Pat Lowry are Mr Tony Peers, director of industrial relations at Babcock and Wilcox, and Mr Bill Kendall, who retired as secretary general of the Council of Civil Service Unions in 1983.

This week's fragile peace was still looking in danger as the biggest teachers' union, the National Union of Teachers, maintained its opposition to the agreement.

Its executive was meeting last night to consider joining the Acas talks, but employers warned it would be difficult to admit it while it refused to accept the Acas formula for a resumption of normal working.

The employers and the unions who have backed the Acas deal are keen to avoid confrontation over other issues in the wake of the pay agreement – giving a rise of 6.9 per cent backdated to last April and 1.6 per cent from March 31.

The NUT is now pressing for a meeting of the teachers' panel of Burnham to get it to adopt a 1986 pay claim.

How agreement came, page 3
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The NUT wants a rise of £1,700 a head, while NAS/UWT has proposed a changed salary structure that would cost about 35 per cent to implement.

Schools still face fresh disruption next week despite this week's agreement. The National Association of Head Teachers is expected to choose *one day for a lunchtime shutdown* as part of its campaign for a national agreement on midday supervision.

It could also advise its members not to co-operate in local schemes unless they meet the union's guidelines – which include using volunteer teachers at about £8 per session, paying heads and deputies who cover and reaching defined staffing levels.

The NUT is still planning a boycott of preparatory work for the new GCSE, although Mr Chris Patten, Education Minister, is sticking to his line that it will go ahead as planned. The NAS/UWT has not lifted its boycott yet, either.

Neither the Association of County Councils nor the Association of Metropolitan Authorities has joined the clamour to postpone it. The ACC's education committee voted by 15 votes to 14 to support its introduction in September.

● Further evidence that the dispute has triggered a boom in applications to independent schools came this week from Gabbitas-Thring, the educational consultants.

They released figures on Monday showing a 13 per cent increase since February last year in inquiries from parents interested in private education. In London and the South East, the number of inquiries has shot up by *25 per cent.*

Especially interesting, say Gabbitas-Thring, is the rise in inquiries about preparatory schools – up to 20 per cent on last year for boys' prep schools.

Muslim plan moves a step nearer

by Bert Lodge

A London Muslim school's bid to get voluntary aided status took another step forward this week.

Brent edcuation committee agreed to support the school, which has been run independently in the borough for the past two years.

Despite a refusal of Labour members to back the proposal, the full council is expected to endorse a decision to approach the Secretary of State when it meets on April 9.

The Islamia primary school has 85 on roll and plans to expand to *170.* Financed at present from Islamic trusts and fees from parents almost all running costs including teachers' salaries would be borne by the state if voluntary aided status is granted.

Justifying his colleagues' refusal to support the application, Mr Ron Anderson, Labour spokesman on education, said his party had a fine record in Brent of supporting ethnic minorities. "But we regard the campaign for this school as a gigantic red herring to the real needs of the thousands of Muslims in Brent. With 170 on roll you can say that 99 per cent of Brent's Muslim pupils are not going to go to the school."

● Three London Jewish primary *schools have been recommended for* voluntry aided status by Barnet education authority. They are the Independent Jewish Day School, the Hasmonean Preparatory School and Pardes House.

Cash-crisis school forced to suspend retarded boy

by Susannah Kirkman

A secondary school has suspended a pupil with an undiagnosed retardation disease because it does not have the resources to meet his needs.

Kenneth Graeme, 12, has a cumulative developmental illness and the physical, emotional and mental age of an eight-year-old according to his father, Mr Seamus Graeme, a teacher.

The deputy head at the Deane School, Bolton, Greater Manchester, had been too frightened to let his son go out into the playground with the older children.

Kenneth's illness has never been diagnosed. A Department of Health and Social Security committee refused to allow him growth hormone injec*tions as there was no evidence to prove* that a deficiency was causing his illness. Mr Graeme thinks treatment was withheld because it is too expensive – twice-weekly injections would cost £200 each.

Kenneth has been at the school since July last year but it has decided it cannot cope any more. Its headteacher, Mr Warren Bradley, said: "*The staff have tried very hard but our* resources are limited and we haven't been able to do our best for him."

Mr Bradley said Kenneth had considerable learning difficulties and often fell asleep in the afternoon as he was not very strong.

Suspending Kenneth was the only way to keep the matter moving, as Mr and Mrs Graeme had refused to allow Kenneth to be formally assessed under the 1981 Education Act.

Mr Bradley has written to Kenneth's parents to say his attendance at Deane is "not compatible with providing efficient education for other children, nor with the efficient use of resources" – two conditions laid down for the integration of children with special needs into mainstream schools by the legislation.

But Kenneth's parents believe he has the right to be educated in a mainstream school, but claim that Bolton l.e.a. has instructed primary schools to refuse to admit him.

Mr and Mrs Graeme fear that, if the l.e.a. assesses Kenneth under the 1981 Act, he will be forced to attend a special school. In August last year, the Graemes had Kenneth made a ward of court to "protect" him from the l.e.a.

Kenneth's parents have also complained to Sir Keith Joseph because they say that Bolton refuses to pay for pupils to be educated outside the state system.

The l.e.a. has refused to comment as a court case with Mr Graeme is *pending. A meeting of the pupil suspension sub-committee* is to take place next week at the school to decide whether to confirm the decision about Kenneth.

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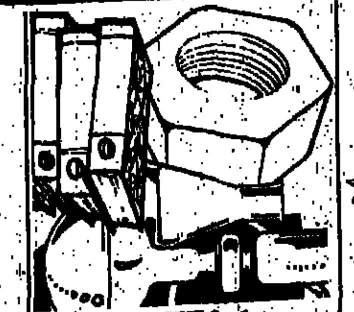
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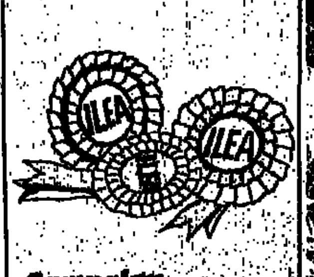

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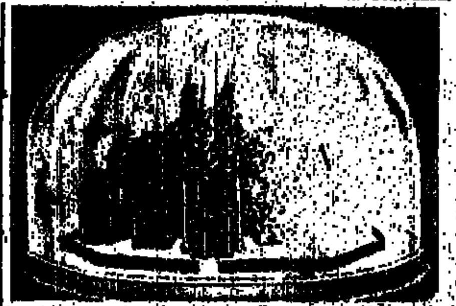
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Fudge – but also hope . . .

Burnham succeeded in weathering the weekend storm and on Monday ratified the pay rise provisionally agreed in the Acas talks. But it was not all plain sailing. You don't have to go very far these days to find a lawyer lurking round the corner. So it was this time. The National Union of Teachers has come to set great store by its own narrow view of what the Remuneration of Teachers Act of 1965 allows the Burnham Committee to consider. Taking the jaundiced view it does of the Acas deal, the union was inclined to argue that Burnham could not discuss matters relating to conditions of service, nor yet have regard to talks on these matters which had taken place elsewhere, because to do so would breach the Act which restricts its remit to salaries. Fortunately it does not seem to have required an excess of ingenuity on the part of the chairman, Sir John Wordie, to confine the formal Burnham decision to the specific salary recommendation, leaving the Acas agreement with the unions (other than the NUT) which made this possible, implicit in the minds of all the parties.

So, failing any more legal excitements, the pay rise goes ahead (probably in April – only 12 months late) and the structure and contract talks start today, under the benign supervision of Sir John Wood and his colleagues. After Gilbertian attempts to discover the exact composition of the teachers' panel of CLEA/st, it now turns out that the NUT still has an absolute, blocking majority. Not unnaturally, the other unions refuse to accept this, and it will not now be required to ratify the Acas agreement. So Mr Peter Dawson of PAT who argued in a letter to *The TES* on February 21 that CLEA/st would have no standing in the matter has proved right. If the committee is to have any future usefulness, the teachers' side will have to be changed to follow the Burnham formula. If, that is, the pretence of keeping salary negotiations separate from negotiations on conditions of service, is allowed to continue much longer.

Sir John Wood: starts talks

With a bit more help from Acas and another liberal dollop of fudge, the authorities and the non-NUT unions managed to keep alive (albeit in an even more attenuated form) the commitment to a full return to normal working during the period of the Acas-managed negotiations. Their difficulties are obvious. The dispute is far from over – in many respects, the argument is just beginning – and in so far as the nature of the teacher's professional duties is one of the main issues, the unions are not going to concede their case in advance by accepting without question their employers' notion of "full normal working". On the other hand, they had put their hand to a promise to "return" to full, normal working, and in ordinary usage this could only be understood to mean going back to a professional role which includes all manner of "voluntary" duties, regarded not as optional extras but as integral to the job. Easy as it is to see the dilemma faced by union leaders, given the state of desperation which a year-long dispute has generated and the way in which they have exploited the allegedly voluntary nature of many of the teachers' normal duties, there is no doubt that teachers' standing with the public will suffer still more if it looks as if, notwithstanding the truce, the skirmishing goes on.

And, of course, the skirmishing will go on because the NUT, with nearly half the teaching force among its members, stands aloof from the settlement and will continue to do things – or tell its members not to do things – with the express intention of inconveniencing parents and spoiling things for pupils.

A six-month truce with the outside chance of some sort of a deal with which to confront the Secretary of State is all the Acas arrangements hold out. There is only an outside chance of getting that far, and there would still be a long way to go before the Secretary of State – any Secretary of State – could be persuaded to pay his or her share of the cost which will far exceed the £1.25 billion which Sir Keith has so often brandished before a bemused public.

The NUT has pointed all this out, while standing pat on its own principle of refusing to use conditions of service as a bargaining counter for a pay rise. This principle, incidentally has been repeated so often that some people may even have come to believe it can be validly sustained. But who ever heard of an employer paying out salaries without regard to the services which employees are contracted to perform? What principle makes this remotely plausible?

Mr Jarvis is probably right. The procedures now starting under the aegis of Acas have a long way to go before success is in sight. A breakdown and a resumption of hostilities look much more likely than success and a stable peace. But even a slim chance is better than none. The NUT's alternative is totally negative, with nothing to offer teachers, parents or pupils, short of the improbable surrender of the Government. The Acas plan is, at least, worth a go.

COMMENT

Fallacies exposed

Included with Oxford University's response to the Green Paper on higher education (page 5) is a paper by Michael Brock, the warden of Nuffield College, of which extracts are printed on page 19. It is a good read and will repay anyone's study.

Much of it concerns the Switch, the shift which the Government wants to being about to increase the number and the proportion of students in higher education doing maths, science, engineering and other forms of technology.

Mr Brock shows that this Switch will simply not come about unless there are profound changes in the secondary schools, however willingly higher education co-operates with Sir Keith. Desirable, or undesirable, the change depends on an increasing proportion of candidates coming forward with A level or equivalent qualifications in maths, science and engineering. It is already clear that this is not going to happen in the medium term because the numbers in the pipeline can be calculated several years ahead. What can also be seen is that things are actually going to get worse, not better, because of the failure to recruit and train enough science teachers even to maintain existing staff levels in these subjects, let alone improve them to enable more pupils to study science and study it longer.

If the staff were available in sufficient numbers and their teaching was sufficiently good to motivate more pupils, might it be possible to hope that new criteria at GCSE and the spring-clean being undertaken by the school [illegible] view might hold out the [illegible]ing achievements all [illegible]er all, is Sir Keith's optimistic strategy.

Mr Brock, however, clearly doubts if this would be enough to break the tradition of premature specialization as long as the sixth-form curriculum remain unreformed. A/S level is not going to be significant in this context. He notes that the chorus demanding basic changes in the sixth-form programme is now swelling.

Of course, as one would expect, Oxford is inclined to assume – not altogether unreasonably – that if sixth forms aimed at more breadth and less depth, the three-year first degree course would have to be extended; not in all subjects, but any rate in some. But Mr Brock points out that Britain has the shortest university course, the lowest proportion of students in education beyond 16, and the earliest specialization requirements, and concludes that it is early specialization which provides the key.

If international comparisons are to be made, it is not in the output of graduate scientists and engineers – taken together – that Britain lags behind West Germany, but in the average pupil's length of education and levels of achievement. A central pillar of the Government's higher education – the need to bring about the Switch inside existing university provision – is based on a false premise. It is the same false premise which has imposed inappropriate curricula on the secondary schools geared to an elite university system.

Mr Brock does not say what to do about the shortage of science teachers – except to talk of bonus payments which, given the size of the disparity between teachers' pay and others, would have to be very large. Any such incentives would have to be backed up with expensive and efficient distance learning packages and some sort of "open" science school. But "expensive" in this context would be cheap at the price if in this way the gaps would be plugged.

London rehearses

Any wistful ideas that this year's historic direct elections to an education authority might encourage non-political campaigning on strictly educational issues have by now been firmly squashed.

With two months to go until polling day, the ILEA campaign has begun sluggishly, but now that Norman Tebbit has given it a kick-start into brutish life (page 6), it is clear that themes like nursery school provision, adult classes, or even secondary school improvement, are not likely to be given a high profile in the public polemic.

Leaving aside the Tory chairman's apparent conviction that the central issue will be 19,000 teenagers truanting daily from lesbian CND peace studies (and it is not clear how to separate this bunking-off count from the numbers officially turned out for every 20-minute action), it does look as if the big guns will be blazing away at vouchers and private privilege on one side, and left-wing subversion on the other.

The ILEA direct elections, in short, are already being turned into a dress rehearsal of the education platform for the general election, and the coincidence of the Fulham by-election is bound to emphasize that trend; the campaigns are already overlapping, and polling days may even coincide.

It would be naive to expect too much of the manifestos but of the two so far launched on an indifferent public by heavyweight national figures, it is fair to say that the Alliance document shows evidence of realistic and well-informed educational thinking, and that the Tory weapon sprays truisms and sweeping assertions from the hip, without much sign that its authors have direct knowledge of what is really happening in London schools.

Does the promise to stop the "flood of nonsense from County Hall", for example, refer to the solid documents from Hargreaves, Thomas and Fish, or just to the voluminous equal opportunities and multi-ethnic education initiatives? If the Conservatives are serious about better links with industry and technology, why did they miss a trick by not pointing out that ILEA under Labour has not accepted TVEI money?

Some of the political venom already being injected into the campaign may reflect a measure of desperation in that both Labour and Conservatives have found it difficult to draft a full slate of candidates. The lists so far indicate that some familiar faces will be missing next time round on all sides, through involuntary or voluntary deselection. A more hopeful sign for the future are the new recruits from the parent group and from governors, although significantly they are coming in under party political umbrellas.

. . . no comment

"West Sussex: Education chiefs are allowing nine girls to have lessons at home because they are pregnant. The girls are among 46 children who get home visits from teachers."
Oxford Mail, February 24.

Second opinion

Vouchers can damage your health

Education is firmly back on the political front burner. The Prime Minister has clearly signalled a personal interest in improving standards, and a desire to pursue radical changes in the way the schools system is run. Her renewed support for education vouchers, for example, was confirmed by her press secretary Bernard Ingham at a Downing Street briefing last week.

Like any major party, the Conservatives contain within their ranks a variety of views. In education, most see the priority as improving standards in the maintained sector by the sort of initiatives that Sir Keith Joseph has launched throughout his reforming period as Secretary of State.

For some while now those on the far right have despaired of Sir Keith. They hoped he would follow a more ideological path, rolling back the state's involvement in education.

They were to be disappointed. Though "intellectually attracted" to ideas like vouchers, Sir Keith subjected them to rigorous analysis and found them wanting. He has ended up agreeing with his deputy, Chris Patten, who once described vouchers as "theoretically interesting, practically hopeless".

Over the last couple of weeks we have seen a plethora of press reports about various schemes to "privatize" education. There were reports on companies funding schools, the resurrection of vouchers, and a new direct grant scheme for primary schools.

While some schemes look as if they were written by someone on a weekend pass from the funny farm, others are serious contenders for Government support. From the loopy far right to a few senior Ministers, there is a desire to look at alternatives to the present maintained system.

But is this the right direction? Sir Keith concluded the opposite. He has proposed a number of reforms aimed at improving the system we have. Programmes like the Assisted Places Scheme and direct grant schools are fine for the minority who can use them, but taking a few people out of the system is no answer for the majority who remain in it.

What parents want for their children is a school that gives a high standard of education. Choice is important, but most parents will want to exercise choice only if their local school fails to deliver what they need. The answer is not to make escape from poor schools easier for those who can best play the system, but to improve the school so that parents will not want to escape from it in the first place.

This is what Sir Keith and Chris Patten are trying to do. It is a pity that their critics do not spend more of their energy helping to improve the maintained sector instead of trying to undermine it.

The strongest allies of Tory right are such people as members of the NUT's inner London branch, who are planning further disruption of schools when everyone else is trying to make the Acas settlement work. Every act of disruption that now takes place (especially where the quality of education may not be that high in the first place) strengthens the hand of those who argue for privatization.

But should these radical ideas be taken seriously? We have heard it all before. If it is all a pipe dream, then it should carry a Government health warning. But ideas that have the personal support of any Prime Minister have a good chance of success. This is no exception.

Demitri Argyropulo

Demitri Argyropulo is a member of the Conservative National Advisory Committee on Education, of which he was chairman from 1979 to 1982. He is the prospective Conservative candidate for [illegible]

NEWS

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Pay rise achieved after week of fine tuning

by James Meikle

The 1985 pay rise for teachers in England and Wales was only achieved after another week of delicate negotiation.

Four meetings at three London venues were needed before the local authority employers and five teacher unions finally agreed terms.

And that meant more money too for members of the National Union of Teachers which was still attacking the deal, arrived at through the conciliation and arbitration service, Acas, as the Government prepared to rubber-stamp the increase.

Hopes of a deal rose a week ago on Wednesday when the National Association of Schoolmasters/Union of Women Teachers announced a "yes" vote on the Acas package.

But the employers were getting nervous over what constituted the return to "full normal duties" which they wanted to accompany the pay rise. Talks at Acas in St James's Square, London, on the Wednesday evening failed to resolve the issue.

The two sides, minus the NUT, were back there on Thursday evening and early on Friday. Another form of words promised that all instructions or advice issued in the 1985 dispute would be withdrawn and the position would revert to the one that existed before the dispute began.

Tired negotiators went to Church House in Great Smith Street, Westminster, for the Burnham meeting on Friday morning. They were greeted by noisy demonstrators, mostly NUT members shouting at those wanting a deal and giving a rousing welcome to the NUT representatives. It was a reception that upset Labour management leader Mrs Nicky Harrison.

The two sides never met. The l.e.a.s were still worried by the question of "normal working" and refused to withdraw letters issued in more than 70 areas reserving the right to dock pay from teachers who did not work "normally".

The teachers' panel meanwhile formally adopted the pay proposals and the rest of the Acas memorandum including the formation of an independent panel to report on pay, structure, and career progression.

The NUT also warned of a legal challenge on the ability of Burnham to discuss matters related to conditions of service, saying these were the province of the CLEA/st to discuss the following Thursday. Other unions accused the NUT of filibustering.

Talks resumed after the weekend at the Connaught Rooms, Holborn. More words were found to get round the difficulty of the letters and help restore an atmosphere of calm to schools.

The employers were again concerned by the possibility of local disputes if NAS/UWT or Assistant Masters' and Mistresses' Association members did not restore former goodwill.

The teachers, again excepting the NUT, agreed an addendum that "for the purpose of the Acas talks, and as long as those talks are in progress, no action should be taken that is likely to make the existence of the letters the basis of a dispute".

The full Burnham meeting took little more than an hour, with the committee's independent chairman Sir John Wordie, QC, ruling that only the pay element of the Acas package would be referred to the Secretary of State – thus pleasing the NUT which said this justified its opposition to a pay and conditions trade-off.

The union was considering last night whether to take the matter any further.

Partial peace was therefore declared on Monday evening. The NAS/UWT was still saying there had been no climbdown over what a teacher's duties were.

The employers had one view, the teachers another, said general secretary Fred Smithies.

He said the organizations backing the Acas deal would go into talks involving the independent panel, whether or not there were difficulties at CLEA/st.

The employers too were keen not to wreck the fragile peace as neither side spelled out whether continuing sanctions by the NAS/UWT against the GCSE exam would constitute a further stumbling block.

Attention switched to the NUT offices in Mabledon Place, near Euston, on Tuesday where the teachers' panel of CLEA/st decided not to let in the Professional Association of Teachers.

But that unity was soon shattered as the NUT claimed a majority when it came to voting on the Acas memorandum. Most of the other unions walked out, the AMMA stayed in, but refused to vote, and the Acas deal was voted out 9–0.

The row led David Hart, general secretary of the NAHT, to accuse the NUT of gerrymandering.

But the NUT says Acas had ruled that the union had a majority of one on the panel back in 1978 – and a letter to the management panel earlier this year from an officer at the Local Authorities Conditions of Service Advisory Board (LACSAB) had confirmed the position, said the union.

The NUT further justified its position by saying that the NAS/UWT had previously increased its own representation on the panel from three to four and the union was now merely increasing its strength by one to reflect the size of its membership.

The other unions labelled CLEA/st a dead duck and made clear there was even a possibility of voting with management at the body's meeting at LACSAB's offices yesterday.

Pay message: NUT members demonstrate outside the Burnham meeting.

Poly researchers say heads are still far too autocratic

by Bert Lodge

Headteachers are still being too autocratic in their management of schools and should instead discuss problems with staff, a research project has found.

According to a three-year project funded by the Department of Education and Science, this attitude from heads can only damage their credibility at a time when better liaison with staff is needed.

At the same time, union interference coupled with withdrawal of staff goodwill is causing heads major concern, the study shows.

The project is the first substantial research evidence on staff management in schools in the United Kingdom. It was conducted by Mr Geoffrey Lyons, Mr Ronald Stenning and Mr John McQueeney of North East London Polytechnic faculty of management. They selected 40 secondary schools in six local education authorities and included both male and female heads and heads with differing lengths of experience.

A picture emerges of heads who are not equipped or trained to deal with the growing number and complexity of staff management problems.

"The headteacher is called upon to deal with these matters virtually on a daily basis and has done so with a lack of the formal knowledge and the background of skills and experience which would be available to him or her as a manager in other employment sectors."

Education authorities do not escape blame. The individual officer is no better equipped than any head, and concerted and integrated policies for staff are conspicuously absent.

Heads generally agree that their autonomy and authority are most eroded in the recruitment and appointment of staff. In this area, research suggests that heads' involvement is becoming "increasingly circumscribed by protectionist policies and local collective agreements (between employers and unions) to minimize the full repercussions of contraction, especially redeployment".

Heads tend to be excluded from non-teaching staff appointments, the researchers found. This was due in part to support staff supervisors being located outside the school, and partly to local authorities, as opposed to l.e.a.s, adopting hiring policies through their personnel departments.

Related to this, heads found themselves in difficulty when confronted by a refusal to obey instructions. "Caretaking staff particularly would typically refer the head to conflicting instructions received from the supervisor at central or area office or claim they were conforming to union policies.

In fact, staff development in administrative and management development was not, with few exceptions, widely practised in the schools visited in the main study. And while l.e.a.s are currently paying much more attention to establishing procedures in employment relations, they are wrong to assume that heads will be bound by them, the report says.

Another frequent complication was where heads would seek to regulate staff behaviour by appealing to professional norms where the leader is projected as a first among equals in a college of peers.

The report concludes: "There appears to be widespread recognition that a new professional consensus must be forged between headteachers and staff. However, our study suggests that only a small minority of headteachers are initiating debates within their schools aimed at developing mutual understanding and fostering a sense of common purpose among the adult community of the school."

Employment relations in maintained secondary schools. By G Lyons, R Stenning and J McQueeney. From the National Development Centre for school management training, 35 Berkeley Square, Bristol. £4.

Ms Auriol Stevens has been appointed to set up and direct a new Universities Information Unit for the Committee of Vice Chancellors and Principals. Ms Stevens, who is a former deputy editor of *The Times Educational Supplement* and an ex-education correspondent of *The Observer*, has been a member of the staff of the weekly Channel 4 programme *A Week in Politics*.

New admission package fails to sell

Oxford University's new admissions system, aimed at attracting more applicants from state schools, has failed to do so in its first year of operation.

Figures presented to college admissions tutors show that the proportion of candidates from the maintained sector fell from an average of around 55 per cent in 1980–83 to 48.2 per cent last autumn. (1984 was an abnormal, [illegible] transitional year.)

On the brighter side, however, the success rate of maintained sector candidates rose, from the 31–34 per cent range of 1980–83 to 38 per cent. This increase could lead to more applications from state schools next year.

The changes in the admissions system, recommended by a committee [illegible] chaired by Sir Kenneth Dover, president of Corpus Christi College, centre on the ending of the post-A level entrance exam, which was thought to favour public school pupils. Candidates must now either take the exam in their fourth term in the sixth form (Mode E) or seek admittance on the basis of A levels and an interview (Mode N).

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PLATFORM

An uneasy peace will break out

Peter Smith (left) argues that wisdom and tact will be needed on both sides if teachers are to resume doing what has yet to be defined

The signs that the fragile agreement constructed by the Advisory, Conciliation and Arbitration Service could crack up, even if the parties ratified it before Burnham and the Council of Local Education Authorities/schoolteachers committee met, were always there.

The declaration of truce (if hardly peace itself) at last Friday's Burnham meeting did not materialize as intended, such were the strains between the management and teachers' panels and the tensions within their own groups. The majority group within the teachers' panel had ratified the settlement, but adoption by Burnham itself had to wait till Monday. When it came it was tight-lipped and mistrustful.

Yesterday's CLEA/st meeting had still to be held when this week's issue of *The TES* went to press, but one thing was already sure. Confusion about the committee's constitution and membership and the NUT's deep hostility to the Acas deal guaranteed that the outcome would be a lottery.

I am going to assume, however, that the Acas memorandum of agreement, as the management panel and the majority group within the teachers' panel originally intended, is either by now fully adopted or that it soon will be, despite all the NUT's blocking attempts. Were, or are, the employers' fears about the durability of the truce well founded?

That the NUT would do everything to capsize the deal was obvious from the start. That they would continue disruptive action – at what levels remains to be seen – was not in doubt, and the local authorities signed and subsequently ratified the Acas memorandum fully aware of that fact, but optimistic that the deal could survive continuing NUT guerrilla warfare. What diluted the optimism was the fear, narrowly overcome, that members of the signatory unions – and the NAS/UWT and AMMA in particular – would continue hostilities as well.

The reasons behind the continuing fear need little explanation. The dispute has been unprecedentedly acrimonious and the longer it has lasted, the greater has been teachers' emotional investment, whatever their union loyalities, in a demonstrably successful outcome. The Acas deal is not, in itself, that outcome. It merely provides the route to it. It is a route few teachers are enthusiastic to tread, fearing it to be dotted with Government land-mines and NUT ambushes. At best, they see it as the only navigable way forward; at worst, they see it as a blind alley hardly worth exploring.

Campaign weary, and with no positive guarantees – least of all from the Government – that the Acas peace talks will lead to an honourable, permanent settlement, few teachers, if any, will return to the high levels of personal professional commitment they displayed before the onset of hostilities. Quite apart from anything else, they have turned their backs, perhaps permanently, on the self-imposed workaholism which they feel their employers and the public at large have come to exploit. They will certainly resist any attempt to legitimize that exploitation through a new, one-sided definition of their contractual duties. Little of this can be any surprise to the employers.

If they cannot have been surprised by the mood of even those teachers willing to subscribe to the Acas agreement, what explains the employers' last-minute cold feet? Why, at the eleventh hour, did they very nearly back out of the deal?

The answer lay in a fundamental contradiction in the memorandum itself. On the one hand, it committed both employers and teachers to negotiate "constructively and expeditiously . . . a clear definition of the contractual duties and responsibilities (including defined limitations) of teachers" – and the duties and responsibilities of the employers themselves. On the other hand, it required the teachers' organizations "to take immediate steps with a view to the cessation of all industrial action and a return to full normal duties".

In other words, teachers would resume doing what both sides agreed had yet to be defined.

The paradox itself was hardly new and in the past has mattered little, for when a dispute came to an end, normal service was, in the words of the television caption, resumed as soon as possible. The authorities saw it as the teachers returning to their normal duties; the teachers regarded it as restoring their voluntary goodwill. What *was* new was the paradox being set out in print for all to read. What was also new was that teachers knew precisely what the employers would like their full, normal duties to be.

For the local authorities and Government have at various stages during the dispute made quite clear their negotiating baseline in the forthcoming conditions of service talks. It was set out in detail in the November 1984 "New Remuneration Structure for Teachers" (which AMMA published for its members and was praised by the local authorities for doing so). Sir Keith Joseph was not remotely coy about publicizing the Government's 14-point view of what a teacher's contract should contain, a list the authorities incorporated almost verbatim in their September 1985 proposals.

Far more significant were the letters most l.e.a.s sent to individual teachers during the dispute setting out their view of teachers' current contractual obligations with threats of financial penalties on those who failed to toe the line. Those letters spelt out the negotiating baseline yet again, but for some authorities they went further: they were the justification for making salary deductions. But whether l.e.a.s acted upon their threats or not, the letters embittered even those teachers taking little or no action. Intended by most authorities as "without prejudice" legal safeguards, they were seen by teachers as manifestos for exploitation. They probably raised the level of action rather than reduced it.

Could the two major teacher signatories persuade their members to endorse a 1985 salary agreement which was modest at best, and simultaneously agree to conditions of service talks in 1986 *without* making their own negotiating baseline position on contractual duties equally clear? And do so in the context of a large-scale NUT agitprop campaign and a profession in a trough of deep uncertainty about what the future might hold – if it held anything at all?

Manifestly not. It really would have had to have been a very naïve local government politician who failed to anticipate that AMMA and the NAS/UWT would make clear to members just where they drew the line between contractual and voluntary activities. The local authorities must surely have expected that both unions would unambiguously reject any suggestion that the lifting of sanctions implied acceptance of the l.e.a.s' view of the current position or future assumptions. It was entirely predictable that they would feel it essential to reserve their members' rights before the forthcoming negotiations began and leave no room for doubt that they were doing so.

So what will happen? Now that the largest unions involved in the Acas deal have confirmed that they will, as they promised, withdraw their sanctions, an uneasy peace will break out. And it is for all of us to try to maintain it so that, under the Acas-appointed panel, the badly needed talks can take place against a period of as close to calm as the NUT will permit.

For those members of the teachers' unions in the majority group within Burnham who have been taking action, it means a distinct gritting of the teeth and a return, albeit reluctant, to the situation which applied before this appalling dispute began. For the local authorities, it means coming to the negotiating table with a genuine willingness to talk about *their* duties and responsibilities. For the Government, it means an opportunity to abandon, without too much loss of face, its sterile policy of confrontation with teachers.

Sir Keith Joseph: firm views on what the teachers' contract should contain

What will that mean in practice? Will there be a swift and trouble-free return to pre-dispute cover arrangements? Will parents now be able to meet teachers who may so far have been merely names? Will lunchtime supervision be restored, pending the introduction of newly negotiated arrangements? Will extra-curricular activities shyly emerge from their long hibernation?

It would be unwise for anyone to expect too much. Sensibilities are far too bruised for that. Equally, however, something more permanent than a Beirut lull is needed if the memorandum of agreement is to stand any chance of survival.

What is now needed is good sense on both sides. The employers and the teachers have declared their hands, and for the latter it was an essential exercise. For the real hard bargaining to get underway, the local authorities need to prove the genuineness of their claimed goodwill, and they will not do that against a background of repeated threats. Teachers have a reciprocal responsibility to restrain their understandable bloody-mindedness, for schools need once more to become orderly communities. If they do not, the public will neither understand, nor will they apply pressure on the Government to provide the substantial resources of which schools and teachers have been for so long starved.

In the immediate future, perhaps greatest responsibility will rest upon headteachers. However battle-scarred they may be, they must appreciate that their classroom colleagues have far more at stake in the negotiations than they. They can no longer presume upon their staff's willingness to blur what is undeniably contractual, what is reasonable professional expectation, and what goes far beyond the call of any reasonable commitment in the difficult period immediately ahead.

The best guarantee of a return to normality is professional goodwill between colleagues able to bury their present differences to achieve a longer term, more important objective. The biggest threat to the fragile truce will be the trigger-happy subalterns too keen to demonstrate control over the troops to the town and county hall brigadiers.

Peter Smith is deputy general secretary of the Assistant Masters and Mistresses Association

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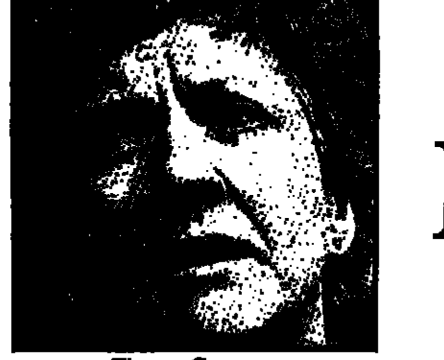
NEWS

Cash "credits" to broaden parents' choice of schooling – high on the Tories' political agenda – were this week backed by a right-winger but ruled out by the Education Secretary. Biddy Passmore and Mike Durham report



Theresa Gorman

It's not so easy, rues Sir Keith

Sir Keith Joseph firmly slapped down the notion of a viable education vouchers scheme at a Tory local government conference attended by many of the party faithful last weekend.

The Education Secretary told Conservative councillors and candidates in the run-up to the May local elections that while vouchers were desirable, they would not be easy to introduce.

Mrs Theresa Gorman, a Tory councillor from Westminster, had earlier told Sir Keith at the Wembley conference that the Government could guarantee parental choice in schools "very simply".

"What we have to do is put purchasing power into the hands of the educational consumers, so that when they are faced with an appalling situation in a school they can go elsewhere. We can very simply put purchasing power back where it belongs.

"All we have to do is extend family allowances to include an educational voucher to the value of what it costs to teach their children, and we have set parents and young people free," Mrs Gorman said.

But Sir Keith replied: "It is not very simple, I assure you." The problem was, he explained, that the State had to ensure education for every child, free at the point of delivery.

"It is not very simple to provide these imperatives and at the same time go down the road Mrs Gorman wants.

"I would have liked to have gone down this path, but I tell you that if you do, you need very long and very complex legislation."

Full conference report – page 6

Free marketeer urges voucher plan on Thatcher

With inspired timing, one of the most persistent advocates of the free market in education published a paperback this week urging the Government to think again about voucher systems.

The book appeared only a week after press reports, strongly endorsed by No. 10 Downing Street, that Mrs Thatcher was doing just that.

Mr Arthur Seldon, former editorial director of the Institute of Economic Affairs, a free-market policy centre, puts his case in terms calculated to appeal to the Prime Minister.

He blames sabotage by DES officials – with Sir Keith Joseph, the Education Secretary, their hapless prisoner – for the Government's abandonment of the voucher before the 1983 election.

His book, *The Riddle of the Voucher*, proposes moving education from the "culturally conservative" Department of Education to "an enterprise-oriented agency such as the Manpower Services Commission". This is a plan known to have some appeal for Mrs Thatcher and even more for her territorially ambitious Employment Secretary, Lord Young.

Most persuasive of all, Mr Seldon suggests that the introduction of vouchers could have prevented this year's damaging disruption in education by placing teachers at the mercy of parents' power to remove their children from affected schools.

It is certainly true that the pay dispute, by increasing public disenchantment with the state education system, has made the Government less nervous about considering methods of privatizing it.

And a system under which parents are given a voucher or "credit", equal to the cost of an average child's state education, which they could then "cash" at the school of their choice, would in the eyes of many Tory radicals be the simplest way of doing it.

But, as Sir Keith reminded Conservative local councillors last weekend (see left) introducing vouchers is not nearly as simple as it sounds.

He was "intellectually attracted" to vouchers when he became Education Secretary in 1981. But after two years' work and the rejection of a plan by his Cabinet colleagues, he was forced to conclude that there would be "great practical difficulties in making any voucher system compatible with the requirements that schooling should be available to all without charge, compulsory and of an acceptable standard".

Mr Seldon, who says the idea was ditched for political and not practical reasons, has little time for such objections. Drawing on submissions to the DES by a group of economists and other academics, he answers some of the obstacles raised by officials.

- The extra costs of vouchers for the 5–6 per cent of children whose parents now pay fees, enabling popular schools to expand and keeping surplus places running would be "essentially short-run", says Mr Seldon.

He argues that the change to voucher financing "would, before too long, not raise the costs of education but reduce them by improving its efficiency".

- On lack of supply, the DES memorandum had argued that existing private schools would limit increases in numbers and that starting up private schools was "a slow, expensive and risky business".

But Mr Seldon says this is "an unsubstantiated pre-judgement" and cites the appearance of 4,000 managing agents in response to the Youth Training Scheme "voucher" as evidence that supply springs up rapidly to meet demand.

- On the question of fluctuating demand Mr Seldon says that 2,500 private schools solve these problems every day.
- As for ensuring adequate standards, the DES had argued that this obligation on the Government would mean that local authorities would continue to have to "prop up" schools.

Mr Seldon says parents, not schools, should be "propped up", and he puts his faith in the market to ensure quality. If parents could escape from low-achieving state schools, standards would rapidly improve, he claims.

These arguments do not appear to take account of the plight of the many children who, either through bad luck or parental indifference, would land up in the schools nobody else wanted, caught in a vicious downward spiral of falling rolls and money.

In his book, Mr Seldon describes five practical ways of introducing vouchers. These include an extension of the Assisted Places Scheme and a programme in "four logical stages" which, he says mysteriously, was "devised during 1982–3" but stillborn.

This starts with a flat-rate central government grant to l.e.a.s for each state pupil, proceeds to its extension to all pupils, including those in independent schools, then to its replacement by a grant direct to parents, and then to a full voucher scheme.

A slightly different scheme now seems to be envisaged by Mr Oliver Letwin, until recently the Prime Minister's adviser on education, and Mr Stuart Sexton, who still advises Mr Bob Dunn, the schools junior minister, at the DES.

They propose starting with a pilot direct grant scheme, which would involve giving per capita grants to groups of teachers or parents wanting to start up new primary schools in inner city areas. Unlike the current assisted scheme, places at these schools would not be only for the academically bright.

The next step would be to pass a law enabling existing maintained schools to apply for this status. Eventually, the grants could be converted into vouchers or "credits", payable to all parents, to take to the school of their choice.

But while a pilot direct grant scheme may get off the ground before the next election, it is hard to envisage the Government putting too firm a pledge into the next election manifesto to implement a full-blown voucher scheme. It might be that, in the long term, a fully privatized system of schools could be created that would be cost-effective and of high quality. But it is an enormous gamble. And the short-term disruption, cost and political risk seem likely, once again, to make the Government draw back.

The Riddle of the Voucher by Arthur Seldon, Hobart Paperback 21, price £3.50, available from the Institute of Economic Affairs, 2 Lord North Street, London SW1P 3LB.

One way of introducing vouchers foreseen by Arthur Seldon (right) is an extension of the Assisted Places Scheme operating in independent schools.

Higher education cuts must stop – Oxford

by Hilary Wilce

The Government's intention to prompt a shift towards science and engineering within the universities will come to nothing unless school maths and science teaching is greatly strengthened, Sir Patrick Neill, the Vice-Chancellor of Oxford University, has predicted.

The steady reduction in public funding of higher education also has to be halted, Sir Patrick says in the university's response to the Green Paper on the future of higher education.

Oxford's reply is only one of many critical reactions to the consultative paper. "We wait with deep anxiety for evidence that the Government is listening," Sir Patrick writes.

While agreeing that the number of engineering and science places should be expanded, Sir Patrick points out that "higher education will obviously be in real difficulty while the pressure of well-qualified applicants in these subjects remains relatively weak . . . we fear that it will not be possible to achieve a truly significant 'shift' until some of the difficulties in the schools themselves, in particular in relation to the teaching of physics and mathematics, can be remedied."

Sir Patrick attacks the Green Paper for assuming that higher education must have contributed to the country's disappointing economic performance and questions whether investment in this area is high enough.

The "major disappointment" of the Green Paper, he says, is that it assumes, without debate, a continuing decline in resources. He also believes its projections of student numbers are too low.

In addition, he castigates the Government for dropping its plans to produce a consultative paper on student finance, and urges it not to withdraw housing and unemployment benefits from students.

The vice-chancellor commends to Sir Keith Joseph a paper prepared by Mr Michael Brock, the Warden of Nuffield College, Oxford, which further outlines problems in school science teaching. The paper, extracts of which appear on page 19, was sent to the Education Secretary along with the university's official response.

Sir Patrick Neill

Lack of staff hampering prison classes

by Valentine Low

Education in British prisons is suffering because not enough officers are available to escort prisoners to and from classrooms, MPs were told this week.

Mr Paul Cavadino, senior information officer of the National Association for the Care and Resettlement of Offenders (NACRO), told the Commons Select Committee on Education that Liverpool Prison lost a complete day of education provision last month due to staff shortage.

In the same week, Holloway Prison, where the education department is operating at one-third of its capacity, had no day-time classes at all, he said.

While the Home Office says there had been no cut in the cash spent on education in the prison service, Mr Cavadino said this should be considered against the background of an increasing prison population and rising costs. He added that binding minimum standards should be introduced.

Mr Harry Greenway, Conservative MP for Ealing North, said that the proportion of the Prison Department's budget that went on education had fallen from 2.3 per cent in 1979–80 to 1.85 per cent in 1984–85.

Mr Terence Platt, a spokesman for the department, said this was because of the large unexpected increase in the prison population last year, and because more money was being spent on providing more buildings and prison officers.

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The build up to May's local government elections went a stage further this week with the Conservatives pledging to put education top of the agenda and also publishing their manifesto for recapturing the ILEA. Mike Durham reports

Tories declare war on indoctrination

With customary vigour, party chairman Mr Norman Tebbit launched the Conservative election campaign by claiming Labour had made London an "education-free zone" and that children were "voting with their feet" by playing truant.

His remarks were an initial salvo in what promises to be a red-blooded battle for control of the Inner London Education Authority, facing direct elections for the first time as a single-purpose local authority.

Election day is May 8, and the campaign proper will begin in early April. Until then a war of attrition will take place as the parties try to score points and make their presence felt.

Two of the three main party manifestos have now been published. The Liberal/SDP Alliance launched its manifesto, *Working Together for London's Children*, last month. Labour's will not be published until early April.

The 15-page Tory manifesto, *Pupils Before Politics*, unsurprisingly stresses the traditional Conservative values such as parental choice, tough discipline, value for money and a no-nonsense back-to-basics curriculum.

At the same time, it launches a savage attack on Labour's controversial approach to management and the curriculum, promising a heady ideological battle in the weeks to come. Norman Tebbit's broadside this week was only a beginning.

On politics, the Conservatives say they will stop "indoctrination" in the classroom, oppose subjects like peace studies, and welcome the police into schools. They will put a stop to "all the sexist nonsense" pouring out of County Hall.

Teachers want to get back to basics. Under Labour, "all kinds of rubbish have been introduced into the school timetable: racist studies, sexist studies, gay studies, 'peace' studies, party politics."

It is a familiar litany, but only on one specific point does the Conservative manifesto offer its own alternative policy statement – on the real and sensitive issue of race.

The Tories say they will promote the teaching of English to ethnic minorities as a first language. "We will provide equality of opportunity to the children of the minority communities

"Teaching English as a *second* language to these children will make them *second* class citizens. English is their first language or it should be."

The manifesto devotes one section to the idea of developing some secondary schools as "centres of excellence", particularly in science and technology. Classics could also be promoted in selected schools.

Aspects of the school system designed to appeal to middle-of-the-road parents include an emphasis on parental choice and the right to send children to Church or Jewish schools.

Discipline is another traditional plank to the manifesto. So is dress. "We believe that extravagant modes of dress and behaviour have no place in a good school."

With the ideological battle lines drawn between Labour and the Conservatives, the SDP-Liberal Alliance approach is clearly designed to draw off support from both sides.

It has attacked the "politicization" of education in London under Labour, and promises to end disruption in schools by left-wing teachers, the "pestering" of teachers with political initiatives, and the waste of money on bureaucracy.

Labour will continue with its policy for equal opportunities and despite the flak it has drawn from both rival parties it will soldier on with its anti-racist, anti-sexist approach. Indeed, it will harden it up.

There has been some internal dispute over the means of drafting the Labour document, but it is now said to be complete and ready for printing. Some groups complained at lack of consultation.

New equal opportunities policies will apply to governing bodies and non-teaching staff in schools, as well as the structure, staffing and curriculum of the teaching service itself.

Parties pick candidates

All three political groups have almost completed their slates of candidates for the new directly-elected ILEA which, with 58 members, is considerably smaller than the present version.

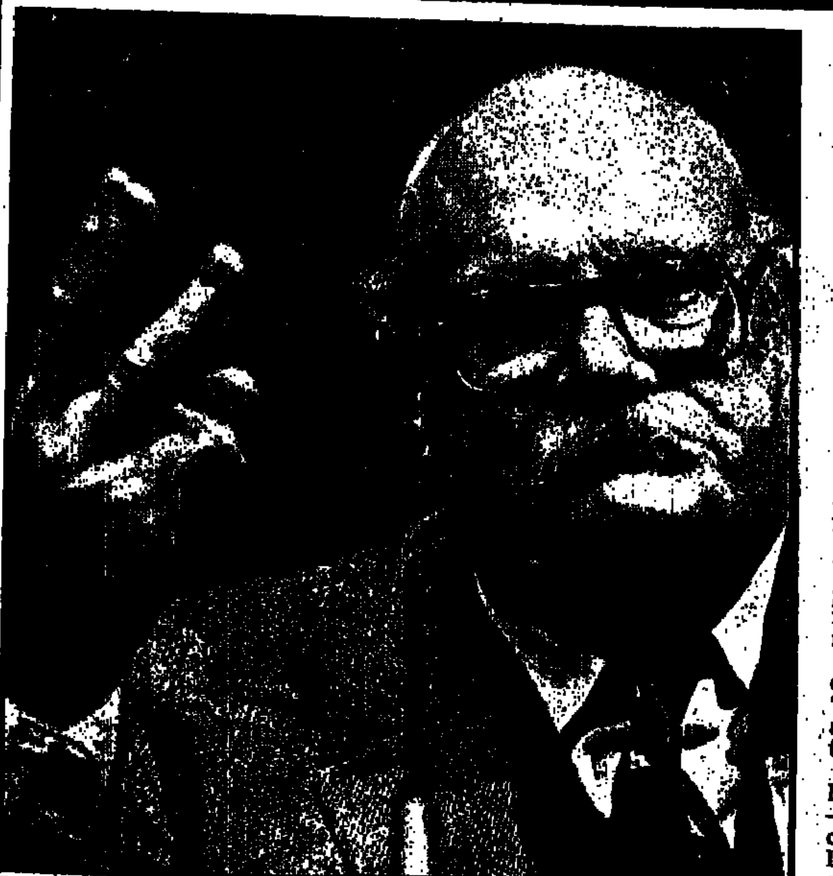
Labour is fielding at least 20 women and nine of its candidates are black. In the last GLC elections in 1981, no black candidates reached the ILEA.

Two candidates, Martin Rogers and Elizabeth Monck, are leading parent governors.

At least 23 Labour candidates are existing ILEA members, but there could be some significant changes. Among those not standing, or not yet selected, are Ruth Gee, Bob Crossman and Margaret Morgan, all leading members of the Labour group.

Sir Ashley Bramall is moving from Tower Hamlets constituency to Putney, where he could face a strong Conservative or Alliance challenge. His place in the East End borough has been taken by a black woman candidate, Gean Bernard. Frances Morrell, the authority's leader, is contesting Islington South – her GLC constituency.

Conservative candidates include Lady Olga Maitland in Holborn and St Pancras, a safe Labour seat. Among those not standing, or not yet selected for a seat, are Opposition leader at the GLC, Alan Greengross, Patricia Kerwan and former Conservative leader, Professor David Smith.



David Muffett . . . Burnham and CLEA are dead

Generation of pupils 'could be wiped out'

Conservatives made it clear at their local government conference last weekend that they would be putting education high on the agenda in this year's local elections.

Councillors and candidates made it plain that they wanted a higher profile for education policy and more Government intervention.

Sir Keith Joseph heard a litany of complaints from councillors about the "politicization" of the service, and appeals for the Government to step in to solve the teachers' pay dispute.

Star of the show was undoubtedly Mr Hugh Neil, son of Ambrozine Neil – the controversial black Brent councillor who two years ago defected from Labour to the Conservatives and changed the political balance of the authority.

Mr Neil, aged 23 and a company director, complained bitterly about teachers being "allowed to propagate extremism" in schools, especially in the context of the teachers' pay dispute. A whole generation of pupils was in danger of being "wiped out", he said.

Students were bitter because they felt the Conservatives offered them no help, because they were not highly thought of, and because their lives had been "ruined" as a result.

"There are students on the dump heap, and regrettably there are a lot of ethnic minorities among them, who are being hammered every day as they go into their lessons by extreme left-wingers trying to stop them from getting an education," Mr Neil told Sir Keith.

A similar theme was taken up by north London prospective candidate Ms Lurline Champagnie who complained about the "language of racism and hate" brought into the classroom by anti-racist teaching.

Sir Keith responded saying there was under-achievement among all races in schools. He said pupils and parents had a duty to report evidence of biased teachers. "If you make vague allegations nothing will come of it." However, he did invite Mr Neil to "see him afterwards".

With negotiations over the teachers' pay claim in mid-flow, Sir Keith was unwilling to commit himself. But local authority councillors were not short of advice.

Bracknell district councillor Mr Alan Ward, an NUT member and a teacher for 27 years, denounced the NUT leadership as every bit as intransigent as Mr Arthur Scargill. But he warned the Education Secretary that teachers were determined and meant business.

"We must have no illusions. We have to be aware that Fred Jarvis (NUT general secretary) has in many ways won the argument with his members," Mr Ward said.

In his own school, 18 teachers had voted for continued strike action. "They are not raving loonies and many of them are Conservative voters." Mr Ward called for the Government to regain the initiative over the negotiation and restructuring of teachers' pay.

Dr David Muffett, the outspoken education chairman from Hereford and Worcester, said nothing would guarantee the Conservatives' victory in the May elections more than a settlement of the teachers' pay dispute. He urged Sir Keith to step in.

"Burnham is dead. CLEA (the Council of Local Education Authorities) is dead. The sooner they are both buried the better," he declared.

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(0040)

DIARY

Spikey problem

In the Socialist Educational Association, where hope springs eternal, they are pursuing another hopeless cause. The SEA has just written to the Advertising Standards Authority in no mean terms to complain about the "false impression" being purveyed by the current television ads for the two-year YTS. You know the ones, with a bunch of streetwise kids being enticed indoors by some unusually welcoming small businessmen.

Had they known of it, the SEA *might* have gone on to complain about the false impression being put about by Spikey Dodds. Spikey is, of course, the teenage school-leaver in the linked adverts in national newspapers. Local MSC officials in north London are said to be upset because they have discovered that far from being a YTS trainee, Spikey is in reality 16-year-old Darryl Middleton from Kenton, who is embarking on what promises to be a lucrative modelling career.

But why is the SEA pursuing a hopeless cause? Because they have written to the wrong people. The ASA does not even consider complaints about television advertising – that's the job of the IBA.

Party dispirit

The Tories' manifesto for the ILEA elections, launched this week with a hefty shove from Norman Tebbit, has not exactly been greeted with wild enthusiasm and universal acclaim by all the party faithful. For the reasons one has to search no further than Elizabeth House, and the beaming, wild-eyed figure of Mr Stuart Sexton, political adviser to Bob Dunn.

The dead hand of Mr Sexton, it seems, has fallen on the manifesto leaving loyal Conservative councillors protesting feebly at the level of interference from the top. Far from being drawn up by ILEA members the document was put together by a committee of five with Mr Sexton at the helm. And Mr Sexton closely follows Mr Dunn's somewhat neanderthal approach to London schooling.

Seeing the manifesto slip from his grasp is said to be one of the unpublished reasons for Professor David Smith's resignation as ILEA Conservative leader a few weeks ago.

Palme mourned

Among the mourners at Olof Palme's state funeral next week will be Fred Jarvis, general secretary of the National Union of Teachers. In his younger days, Jarvis worked closely with Palme in the international student movement and the two remained good friends. He has already sent a message of sympathy to the people and teachers of Sweden in his capacity as president of the European Trade Union Committee for Education.

Marked men

Has the Joint Matriculation Board found new criteria for its examiners? The Manchester-based Northern Examination Association is advertising for 12 appointments in its Religious Studies Department. According to Mark, Chapter 3, the 12 apostles had to be good at casting out devils.

Big deal

The Norwegians have a decided way with PR. The current plans of the Norwegian Ministry for Church and Education for revising the curriculum are known as the Monsterplan. (Well, to be absolutely precise, Mønsterplan.) No wonder they have met opposition from the main teachers union.

Acronym

When reading need not be a closed book

Geraldine Hackett hears some success stories among dyslexic pupils

Justine Carlson remembers that "vase" is spelled with an "e" at the end, by picturing a flower vase being propped up by the letter "e".

Over the years she has built up a library of mental images that help her to cope with the problems she has as a dyslexic in spelling even simple words.

Sixteen-year-old Justine's proudest achievement is her O level in geography. She told headteachers attending a one-day conference in London, organized by the Helen Arkell Dyslexia Centre, that she had been told she would not be able to achieve some academic goals.

"The reason why I passed my geography O level was because teachers said I wouldn't be able to do it – I was always being put down," she said.

She was diagnosed as a dyslexic at the relatively early age of seven. Her elder sister is also a dyslexic and Justine was examined by an educational psychologist at the same time as her sister.

From seven to 13 Justine had private tuition from a teacher specializing in dyslexia. "I was helped by being provided with material that used bright colours and large words and my teacher taught me memory tricks for remembering spelling," said Justine. Words such as February were learnt by mnemonics – "Feb-r-u-a-rat? Yes."

At her school, King Alfred's in Hampstead, she had to sit at the front of the class. Any extra English had to be done during art or tennis. "I was never allowed to miss an academic class, I had to miss lessons I enjoyed."

Teachers occasionally accused her of being lazy and of using her dyslexia as an excuse.

Justine is now re-taking four O levels plus an O level in computing at Duff Miller, a private tutorial college. Since beginning O level courses three years ago she has also had help from a private teacher at the dyslexia centre.

"I think it is important to be given individual attention. It is possible for dyslexics to stay unnoticed at the back of a large class," she said.

Dyslexics need a short burst of intense help, according to Mr Bill Watkins, joint head of the private East Court School, in Ramsgate, Kent, for dyslexics. Such children benefit from a logical and analytical approach, he said.

His former school – Grenville College – had run classes for dyslexic children in parallel with the school's English classes, so that children didn't miss the lessons they enjoyed like art and games. "Success is important to these children and it is in games and art that they can often have success," he said.

Mr Watkins had also found mnemonics a valuable tool for helping children learn spelling.

He said that dyslexic children not only have had problems with literacy, but with maths as well. At East Court, children were provided with cards containing their tables to stop them getting dispirited at being unable to memorise their tables.

The Helen Arkell centre is a registered charity which provides teaching for dyslexic children and training courses on dyslexia for teachers.

A book intended as a guide for parents with dyslexic children is published this week. It is called *Dyslexia: What Parents Ought to Know* by Vera Quinn and Alan Macauslan of the Learning Difficulties Clinic at St Thomas's Hospital, South London, Pelican, £4.95.

Code plea on sexual harassment

The National Union of Teachers has been urged to adopt a code of conduct and system for dealing with complaints of sexual harassment.

It has also been asked to negotiate with local education authorities over procedures in cases where sexual harassment is alleged.

Writing in the current issue of *Equality*, the NUT's newsletter on equal opportunities, Ms Carole Regan, women's officer of the Inner London Teachers Association, points out that following a TUC recommendation many large public sector unions had published codes of conduct.

The NUT had, as part of its professional code of conduct, a statement on sexual harassment, but this did not go far enough.

Carole Regan . . . vital issue

She says: "The issue of sexual harassment is of such significance for girls and women that the union cannot fail to take it on board if it is to fulfil its commitment to campaigning for equal opportunities."

Summer holidays stay put

North Yorkshire has abandoned its plan to shorten school summer holidays after being told that it would damage Scarborough's tourist trade.

The l.e.a. wanted to lengthen the Christmas holidays by five days in order to save an estimated £50,000, mainly in fuel bills for its 500 schools. But the five days would have had to come off another holiday not in the "heating season" of October to April.

The implications of this alarmed Scarborough borough councillors and last month they passed a resolution expressing "grave concern" at the idea.

Now the authority's schools sub-committee has decided to drop the plan. Mr Brian Macklin, principal secondary schools officer, said: "Any suggested change in holidays always arouses strong opposition. Really, a four-term year ending at the end of June would make more sense."

NUT asks for more evidence in DES guidelines

Head lice linked with AIDS

by Hilary Wilce

Head lice – which are widespread among schoolchildren – could become carriers of the AIDS virus, according to a controversial new theory about the transmission of the disease.

Dr Danny Connolley, a psychobiologist at the Human Factors Centre, in London, says there is considerable evidence to suggest that blood-sucking insects, such as a head lice, may play a role in transmitting the acquired immune deficiency syndrome (AIDS) virus.

His theory is hotly disputed by many AIDS experts. But because the evidence is confused, the National Union of Teachers is urging the Department of Education and Science to include a section on parasitic insects in its forthcoming booklet on AIDS for parents, teachers and governors.

The NUT is also asking that the booklet contains the new evidence that has emerged on the possible ineffectiveness of heat-treating blood supplies, so that it can be taken into account when the position of the number of haemophiliac children who are likely to be in school in the future is discussed. It also asks for the official advice on AIDS to be regularly reviewed.

Overall, the NUT supports the DES view that a child with AIDS antibodies should continue at school, but says extra staffing and resources should be provided in such circumstances.

The booklet is due to appear this spring. A spokeswomen for the DES said emerging medical evidence would be examined closely as the final draft on the booklet was written.

● A haemophiliac boy attending Trelales primary school, Bridgend, Wales, has beome the first known child AIDS carrier, *writes Iola Smith*. The boy has not yet developed the AIDS syndrome, however, and Mid-Glamorgan education authority says that he poses no threat to other pupils.

But to reassure parents, a meeting has been scheduled so that the director of education, Mr Ken Hopkins, and Professor Arthur Bloom, consultant haematologist of the University Hospital of Wales, can answer questions about the disease.

Following DES guidelines on AIDS which state that "such children should be allowed to attend school freely and be treated in the same way as other pupils", the boy has been allowed to continue at Trelales primary. An extra nursery nurse has been appointed to work at the school. Unlike the Hampshire case last term, there has been no outcry from parents or mass withdrawals of children from the school. Mr Hopkins pointed out that when the school reopened after the half-term holiday, the attendance figures were normal. And no parent has complained about the child being allowed to stay on. However, parents were concerned about the effect of the diagnosis on the child himself.

Although the boy was detected as a carrier in December, the school and l.e.a. were not aware of the fact until this month. Teachers, all of whom are NUT members, and ancillary staff have given their full support to the council's policy.

● The case of another child carrier came to light later last week.

In Gwent, a 23-year-old teacher went to help an 11-year-old haemophiliac bleeding profusely. After this incident, the boy's parents admitted that he was an AIDS carrier.

The teacher cut her hand when attending the boy. However, Dr John Clarke, Gwent authority medical officer, considered the risk of infection to be "minimal".

The teacher concerned has been offered a test to establish whether she has been infected. However, as the test results are not reliable until a two- to six-week period has elapsed since contact, she will have an anxious wait.

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CARDIFF Wed. 19 March.
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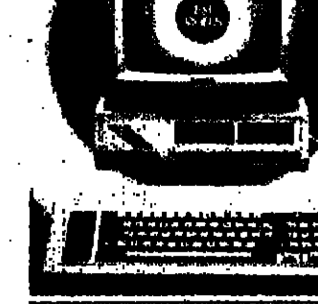

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Sarah Bayliss reports on the turmoil inside Britain's only primary association

Resignations highlight NAPE conflict

Two national officers have resigned from the National Association for Primary Education, unhappy with its direction and dissatisfied with its lack of progress.

The resignations of the treasurer Mr John Nichol, a solicitor, and parent and of the membership secretary, and Mr John Gawthorpe, a deputy head, have raised questions about NAPE's limited success in attracting and keeping parent members and its ability to reflect grass roots opinion.

The financial and administrative agonies of a small, unsponsored charity with hopes of establishing a public partnership between parents and teachers, are also highlighted by the resignations.

John Coe, NAPE's chairman, whose three-year term of office ends in two months time, said he resented a newspaper probing into a "private affair".

"We have kept no secrets from members but this is not a matter of public interest for public dissemination," he said.

However, Mrs Joan Lister, who steps into the chair at the annual general meeting on April 26 said: "Knowing them as I do, I understand that they have both become frustrated. Their high ideals have simply not materialized as quickly as they would have liked."

The resignations, she explained, represented "teething troubles" similar to those of any new organisation struggling on limited funds and using an "ad hoc administration" entirely dependent on volunteers.

Correspondance obtained by *The TES* shows remarkable strength of feeling behind the resignations, although both men fully intend to remain active members of their local branch in Hampshire.

Both express deep concern that parents still make up less than 10 per cent of the national membership.

Since NAPE was formed in 1980, numbers have grown from 1200 in 1981 to around 2,500 in 1985. Last year over 950 members failed to renew subscriptions and four out of every ten of those had belonged for only one year.

John Gawthorpe in a letter to John Coe after Christmas wrote that: "Having discovered parents a little late in the day it (NAPE) has done so little to involve them and provide for their needs".

In another acrimonious letter to fellow council members Mr Gawthorpe writes: "Our notepaper boasts our claim to be a partnership but for many of our members this is the only evidence they have to prove it. We have not shaken off the "teacher professional" outlook and image – indeed I know there are those of you who feel that it was foolish ever to try."

He says two other members of NAPE's national council have left for personal reasons but, like him, they have "a deep sadness at how little progress has been made".

Mr Mike Brogde told *The TES* he had left the national council last summer because of new professional commitments as an Oxfordshire adviser but added: "Even if we attract a 20 per cent parent membership, we are still not doing very well."

Mr Gawthorpe writes that a further cause for his dissatisfaction is over the national council's relationship with members; policy making seems to come from the chairman at the top and has been pushed out of ordinary members' reach.

His resignation letter says he looks forward to the AGM "*not* in the anticipation of a series of petty wrangles but in the expectation that the membership will give their view as to what kind of organization they want."

Mr Nichol has told members that he can no longer look to the chairman for support. He also told council members that NAPE "badly needs to get its act together and finally sort out administration and finance."

This week Mr Nichol emphasised his commitment to the original aims of NAPE and said he believed it could still become very effective.

This week Mr Nichol emphasised his commitment to the original aims of NAPE and said he believed it could still become very effective.

Mr Gawthorpe said: "I hope NAPE grows without us but it's for the members to decide what kind of organization they want."

Mr Coe, a lecturer at London University's Institute of Education, confirmed this week that negotiations with two educational trusts were at a promising stage. The trusts were particularly interested in developing the partnership with parents.

Mrs Lister said decisions had been taken in the past two months which showed NAPE was well aware of its own difficulties and the need to involve parents more.

"I think it was inevitable that the starting point of an organization like this was with teachers but we are moving forward. It had to grow from somewhere."

She said that once NAPE had a national base and some paid administrative help, many problems would disappear. "I am very optimistic because there is some terrific work going on at local level. If it can happen locally it can happen regionally and it must happen nationally."

Science series launch

by Heather Neill

Science, even at infant level, should be at the centre of the curriculum, says Brenda Prestt, general editor of a major new series of primary science books.

The subject capitalizes on children's natural curiosity and is an ideal medium for maths, language and other skills, she says.

The new series, *Scienceworld*, claims to be the first of its kind, written by practising teachers for non-specialists and highlighting the science which is part of existing topic work and everyday life.

No special materials are required for the experiments described in the first part of the series launched last week, *Science through infant topics*. The publishers, Longman, aim to produce materials for junior pupils next year.

Children at Chuckery infants school, Walsall, developed and tested the scheme with their teachers, Enid Hargrave and Janet Brooks, who are the joint authors.

The topics, with titles such as "harvest", "clothes" and "the cook", all include a "making and doing" activity introducing simple technology. Waterproof hat-making is a typical project.

In the past month Longman has run eight regional conferences for advisers on infant science and over the next year will hold 120 in-service training sessions for teachers. Many of these sessions will be run jointly with local authorities benefiting from the Government's £3 million education support grant scheme for primary science.

£350 raised for books

A Norfolk village primary school has re-stocked its library with the help of local firms, politicians and even Sir Keith Joseph himelf.

The Education Secretary sent £5 to Methwold primary in response to an appeal from Mr David Tinsley, the headteacher.

Mr David Steel, the Liberal leader, took the appeal literally and sent a copy of his autobiography. No reply was received from Mr Neil Kinnock and Mrs Margaret Thatcher said that although she would like to give a reference book it was impossible due to the pressure of requests. So far, the fund has raised £350, providing 200 books.

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SHELL FILM LIBRARY

Mr Giles Radice, shadow education spokesman, is pictured above with pupils at Harwood school in Fulham – which he visited on Monday as part of a whistle-stop tour of the area with Mr Nick Raynsford, prospective Labour party candidate in the forthcoming Fulham by-election.

Yorkshire research shows 'pairing' lifts reading age

By Sarah Bayliss

Children who partner their classmates in the learning technique known as paired reading improve their own performance considerably, according to new research.

Information collected by psychologists in Kirklees, Yorkshire – home of the most advanced paired reading scheme – shows that children who act as tutors to their peers increase their own reading ages by as much as, if not more, than those they are helping.

"Peer tutor projects therefore afford a double benefit," states the second annual report of the project which is funded by urban aid with £17,000 over five years.

The report reveals an increasing number of "tutors" who are not the natural parents of the child who needs help with reading. In the past year, four projects in Kirklees schools have begun to use other children of the same age as paired reading tutors. Four others have used older children and three have used adult volunteers.

During the year, 48 new projects were begun with the majority – 30 – starting in the spring term and numbers then falling progressively.

By comparison, the numbers for spring show that only 10 new projects are expected to get off the ground.

The effects of teacher action had been severe, both on new schools starting their first projects and on schools which learnt how to run projects in 1984 and proceeding to run further schemes independently, says the report.

Other developments include the increasing tendency for projects to be run in secondary schools and for new projects to involve mixed ability or high ability readers. Most children are still below average ability in reading but this fell from 86 per cent in 1984 to 74 per cent in 1985.

During 1984 and 1985, more than 1,250 children aged 5–14 were involved in new schemes and their results "confirm the consistent impact of the paired reading technique".

Children improved their reading at an average rate 3.8 times the normal gain in reading accuracy and 4.7 times the standard for comprehension.

Follow-up results show that in the short term – three months after projects ended – children's reading continued to improve at above normal rates.

In the long term, "results ... indicate that the advantages accruing to paired reading children over non-paired reading children are maintained and do not wash out."

Data on the relative effectiveness of parents, peers and volunteers as tutors, indicate that parents produce the best results – their children's reading ages improve by 3.9 times the normal gains.

Peer tutors achieve the next best result (3.1 tines normal) and adult volunteers the least spectacular – but still considerable – gains (2.3 times normal).

A training pack put together in Kirklees is still in heavy demand – 480 requests have been made, some multiple orders, over the last two years – and packs have been sent as far as Nepal, Barbados and Australia.

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Safe Houses

The address of the Safe House Parent Scheme (*TES* February 21) is 8 St Peters Close, London SW17 7UH, not SW11 as printed.

The views expressed on this page are not necessarily those of the MEP directorate. Reviews do not imply endorsement by the Programme.

CONTROLLING COMPUTERS

Mike Bostock explains why it's not a one-way system.

One of the most exciting growth areas in the field of computer education is the use of a computer to control models and structures of one kind or another. Interest in this subject has followed a growing recognition that computer control can provide many of the useful ingredients that can contribute towards broad-based awareness courses in Information Technology. This would include the development of skills associated with practical problem solving activities and an understanding of how IT functions and is used in the real world.

It is likely too that some career elements would be built into such courses, perhaps wishing to reveal how particular school subjects can contribute to broad areas of human experience, or in encouraging a child to gain a feel for what it actually is that an engineer, systems analyst, data processing manager, etc, does; all of these being terms that probably mean very little currently to the average third former contemplating options. In Industry Year this particular aim would seem to take on a special importance.

One successful course already contributing to IT awareness in many schools is the MEP *Microelectronics for All* package, and another integrated package soon to enter this important area of the curriculum as a resource for awareness level Information Technology courses is *Programmable Systems*. This package was developed as a cooperative project between MEP, British Schools Technology and the LEGO company of Denmark, who produce the *Technic* range of educational construction kits.

Programmable Systems is a complete package of courseware containing a special kit of LEGO parts that includes motors, gears and a special multi-function optical sensor, a manual switchboard controller, a computer interface and a specially developed computer program. Also included in the package is a teachers' guide and booklets for the student that guide activities and present helpful ideas.

Programmable Systems is a structured 20 hour course designed to develop skills associated with technological problem solving, and an understanding of how software logic can be used to make 'intelligent' systems operate. In its approach the course draws together the important areas of design, technology and software logic in activities which involve the construction and operation of models of programmable systems of one kind or another. These activities are 'task-led', the aim being, not to make a particular model, but to use the LEGO materials and the computer to solve particular systems problems. Among the examples suggested, and which have been successfully used in the trials schools, are included various vehicles, washing machines, a simple robot arm, a brick sorter, and automatic doors and barriers.

The emphasis in *Programmable Systems* is on using a computer as a natural tool, like any of the other resources used in the course. In this respect introducing the computer follows on naturally from earlier activities based on the use of the manual controller where the student will take the role of the computer and 'live out' the control problem step-by-step.

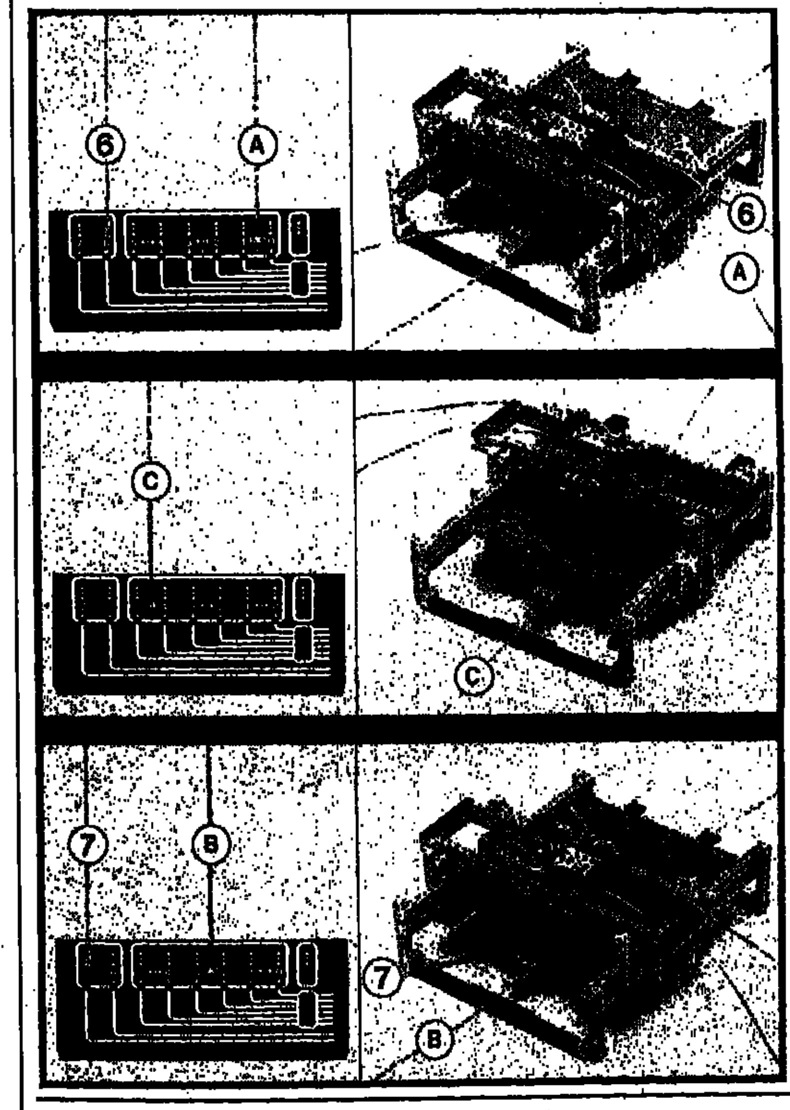
The computer program used, called *LINES*, has been designed to reflect the way that a child is encouraged by the materials to think about the control problem as a series of lines of switching operations that can turn, for example, motors and lights on and off. Using *LINES* simple control programs may be built and tested rapidly with no worries about syntax. In practice other features in the program reveal themselves as various needs arise and it is soon found that individual parts of a control programs can be tested or altered as easily as using a simple word processor. However, despite the apparent simplicity of the program it is possible to develop fairly complex decision-making software structures by the introduction of particular keywords.

Helpful remarks by the computer lead the child to develop control programs that are both functional and well-structured. If the control program is to be a reflection of the way that we wish a child to think about logical problems then this would seem to be an important feature. *LINES* goes a stage further than this in practice as it will configure the final program, or system algorithm, in a pictorial manner called a 'structured flow chart' rather than in the straight list that we usually associate with a computer program. This has the appearance of a set of boxes within boxes from which the cycling and flow of the program can be rapidly deduced. A print out of this forms a useful record for the students workbook.

Overall, the flow of activity encouraged by the course will result in systems problems being explored, various ideas tested, models will be built, sensors will be added to detect various events like a door being opened or to measure how far an axle has turned. The model will then be controlled manually, and then a control program will be developed and tested using the computer, with adjustments made if neccessary. The whole sequence fits the type of design-and-make activity being encouraged by CDT departments, but as a flexible resource the materials would also be expected to be applicable to Computer Studies, General Studies as well as the target audience of 11-14 year olds of all abilities.

The package is due to be available in time for the Autumn term and details can be obtained from the Education Department, LEGO (UK) Ltd, Wrexham, Clwyd LL13 7TQ

Mike Bostock is Adviser for Computer Education with the London Borough of Redbridge. He was formerly Manager (Technology) for MEP and was involved in the early development work of this package.



Left: a model plotter that is controlled by the computer can be successfully built.

Electronics as a design resource in CDT

The major problem for most teachers running modern CDT courses is project work. It is this area which highlights the difficulty of any design based course, namely that the teacher cannot possibly have the range of knowledge or skills necessary to deal with the variety of techniques which may be employed by a class of some twenty students each engaged in an open-ended design activity. This is not to imply incompetence, simply the limitations of a normal human being.

One of the options which must be open to the student is the use of electronics. It is not the only option, and the good teacher will encourage exploration into other areas of control, but the fact remains that it oftens presents the most efficient and cost-effective solution to a design project.

Electronics design resources must be directly accessible to the student, and must be in a form which can be comprehended by the 15-year-old who will not necessarily have covered even the basics of this aspect of CDT before being called on to employ it in design work. To this end the Sunderland Electronics and Control Development Centre (SEDC) have been engaged on a programme of production of materials relevant to the needs of CDT.

Microcomputer control is important, but it is not usually possible to build a complete microcomputer and interface into a CDT design and so single-board controllers, consisting of a microprocessor and interface chips, are more commonly employed in dedicated applications. Most of these microcontrollers are programmed in machine code, a task which is certainly not for the novice, and this limits their use.

In particular, the time and effort needed to write the program means that there is too little of either remaining to develop the external hardware. And it is the conception and realisation of this hardware which is the real design problem. To this end SEDC has designed a single board controller which is programmed in BASIC, has 32 input/output lines and once program development is complete can be used as a dedicated controller with its program held in semi-permanent memory.

Even the use of a powerful conventional microcomputer, such as the BBC micro, presents difficulties in the area of control, particularly when complex tasks have to be accomplished in real time. Again it is often the programming which causes major problems, requiring skill levels beyond those of the student of computer studies at 16+.

SEDC has developed a range of three control boards which need only simple instructions in BASIC to accomplish very significant functions so that, for example, it is only necessary to specify an angle in degrees to cause a servo unit to turn to that angle; programs to do this have existed for some time, but involve the student in somewhat cryptic calls of complex code.

The SEDC approach is to completely hide the code and to provide a method of programming which appears to communicate directly with the unit being controlled – hence the term 'transparent controller'. The code is not secret, and the student with a particular aptitude may well modify it or dispense with it altogether and write his or (unfortunately rarely) her own machine code routines.

Outside of the realm of microprocessors, conventional electronics or microelectronics may be used for control, and is often the best solution to a simple problem. A computerised bite indicator for a fisherman is absurd when the same function can be performed by a trembler switch and a simple electronic buzzer.

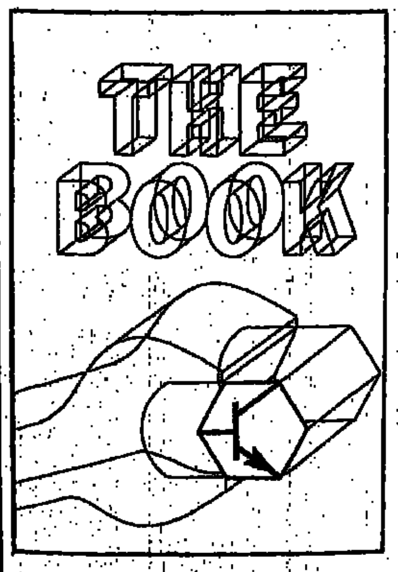
Unfortunately the principal source of practical information is the wide selection of hobbyist magazines and large collections of these are held in some CDT departments to act as an ideas stimulus and a source of useful circuitry. They give complete design and constructional details for particular projects and, human nature being what it is, students often attempt to lift a complete piece of work, subject it to cosmetic surgery, and present it as a design.

This can cause all sorts of trouble, not least the impossibility of trying to trace a fault in a circuit which the student only dimly understands. Ethically, of course, the practice is indefensible but many students who start out researching problems find that there are no suitable reference works, only complete solutions.

SEDC has produced a publication which was eventually called *The Book* (described below) after all attempts to find an inoffensive title had failed. The organisation of this work is deliverately somewhat rambling so that the student cannot use it as a recipe book, but rather is forced to read through a section which will give several possible ways of doing something and create a situation in which an evaluation and choice must be made. Care is taken to explain the workings of each circuit, the pitfalls which may arise in construction and use, and the troubleshooting techniques which can be used. In particular, use is made of devices of more recent vintage which simplify circuit design; there is no merit in unneccessary complexity.

Other resources are in preparation by SEDC and others, designed both as aids to students and in-service training for teachers with the aim of de-mystifying electronics and allowing students and teachers to feel comfortable with the subject and also to allow more time to be spent where it really matters – in the design process.

Tom Mead is director of the MEP-funded Sunderland Electronics and Control Development Centre and the co-sited lea-backed Sunderland Microelectronics Education Centre.



THE BOOK was conceived and developed as a resource to support design based work in microelectronics. As such, it will be particularly valuable for project work, especially that which forms part of a CDT course where the emphasis is towards creative and innovative initiative on the part of the student.

Its contents are a distillation of the experience of the MEP Sunderland Centre staff, and each section includes classroom experience of work of this nature refined by the subsequent experience of being able to devote one's full energies to designing and testing circuits and systems for school based studies. All the circuits and systems detailed have been thoroughly tested.

Of necessity the material is intended to be an encyclopaedic resource with which both teachers and pupils should become sufficiently familiar to know what it contains and therefore where to look for the solution to a design requirement or the correction of a malfunction.

The whole volume, which contains more than 250 pages and is divided into some 60 sub-headings, embodies the philosophy that microelectronics in schools, particularly in a CDT context, should be about designing, making, testing and evaluating. Therefore, the concentration is on the provision of practical data and advice aimed at encouraging pupils to use microelectronic systems rather than study them.

The whole sequence of material leads up to work on control systems which are designed to be achievable without difficult program coding. The 'Transparent Controller' is one of a number of concepts which has evolved from a great deal of debate about the place and nature of 'control' in the school curriculum. It is felt that, in the CDT context, the facilities required for the control of a device should enable its use as an element of a wider system and that it is not appropriate for CDT design to require detailed analytic study of the theory of control systems for their effective use.

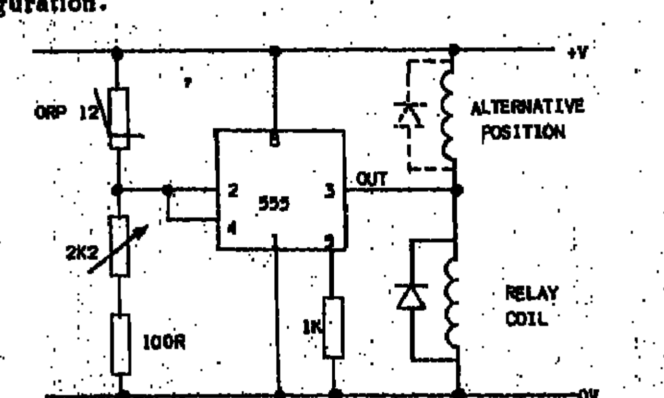
The hardware system for the 'Transparent Controller' boards can be self-assembled from the details given in the file or will be available in ready built form from a school equipment supplier in due course. The Z8 Controller is too complex for assembly in many schools and will also become available from the same supplier. *The Book* costs £9.50 and is available from Mrs Beth Beris, Ronsolla, Lordswood, Highbridge, Eastleigh, Hants S05 7HR. Cheques should be made payable to 'The Romsey Printing Company'.

An information file detailing the material produces and or available from the MEP ECT domain can be had from Mrs Beris on receipt of a large (C4) self addressed envelope plus £1 in stamps.

Right: one of the many explanations and diagrams found in The Book, *an SEDC production now available from MEP*

A PRACTICAL LIGHT OPERATED SWITCH

The Schmitt trigger function is provided by an integrated circuit timer, the well-known 555 used in a slightly unfamiliar configuration.



This switch provides reasonably certain operation over a wide range of light intensities, and has sufficient output to drive a relay or solenoid directly. Operation is possible up to +15V; for computer input a 5V regulated supply must be used.

Jill Sherman reports a conference of senior teachers, education officers, doctors and social workers on ways to prevent ill-treatment of youngsters

Deputy urges anti-child abuse classes

Teachers have been urged to recognize that they can influence the pattern of child abuse in the next two generations.

Mr Peter Maher, deputy headmaster at Langdon school, Newham, east London, told a conference on child abuse, organized by the National Association for Pastoral Care in Education: "It is indisputable that parents who will be child abusers are currently sitting in our classrooms."

He added that present school thinking about child abuse was still at the primitive level of watching children in showers and looking out for bruises. It was high time for a direct input into the curriculum which would lead to less abuse in the future.

The conference, at the National Union of Teachers' training centre in Stoke Rochford, Lincolnshire, brought together social workers, education welfare officers, paediatricians and teachers to discuss how child abuse should be tackled and prevented.

Mr Maher stressed that some teachers still saw their task as fillers of empty vessels: "A significant proportion of teachers do not understand that they have a caring element to their role at all, and maintain that this is not their responsibility."

He said that, although the report following the death of Maria Colwell in 1974 was highly critical of education services, there had been little change during the last decade in ways that schools coped with child abuse.

"The general level of awareness is minimal and attitudes are worryingly complacent, Mr Maher said. "It is not unusual to find local authority guidelines on procedures in cases of suspected abuse, filed neatly and uselessly in the headteacher's study."

☐ Teachers could prepare children for the circumstances which might lead to ill-treatment and give them strategies to make it less likely.

Helpful material included a training programme produced by Kidscape or the video *Kids Can Say No*. But he warned that teachers had usually not been trained to use these materials and should be properly prepared to be confronted with disclosures of sexual abuse.

Professor Richard Whitfield, a former director of child care (UK) at the Save the Children Fund, argued that some child abuse, including the most severe, was preventable given prior learning about good child care practice.

This knowledge should not be reserved for a minority of actual or future parents who might be perpetrators, he said, but should be available for all prospective parents.

Parenthood should be seen as an option which could be declined without losing self-esteem. "The prevention of child abuse must contemplate less parenthood and without stigma," he said.

He disclosed that in the study he had directed at Aston University, some schools had excluded controversial topics about personal life from the curriculum because of the dilemma they presented for teachers.

The cases of Maria Colwell (right) and Jasmine Beckford: little change in the past decade

Pastoral policy plea

Teachers, education officers and doctors at the conference called on Sir Keith Joseph to ensure that local education authorities included policies on pastoral studies when they submitted curriculum guidelines.

Mr Andrew Lockhart, the director of education in Newham, east London, said the new Education Bill, on its way through Parliament, asked local education authorities to issue and publish policy guidelines on the curriculum.

"We should put what pressure we can to ensure that such policy statements cover not just academic but also pastoral curriculum," he said.

The prevention of child abuse should not be seen as an isolated issue any more than drug abuse or parenting, said Mr Lockhart. It should be included in the school curriculum within a cluster of social, personal and health education.

The structure for teaching these personal skills should be made more flexible within the schools which at present were frustrated by the uses and abuses of the Burnham point system.

Dr Colin Stern, a consultant paediatrician at St Thomas' Hospital, London, proposed the setting up of a separate parliamentary committee or ministry charged with responsibility for the child to ensure some cohesion of policies between education, social services and health departments.

How teachers may be the first to learn about an offence

Children are more likely to disclose sexual abuse to teachers than anyone else, Mrs Helen Kenward, a professional staff officer with Northampton social services, told the conference.

Teachers were unique in understanding the developmental needs of children and knowing about normal growth and behaviour. "Children may feel no one would believe them. They need to learn whom to tell and how to tell and to keep on telling till someone helps," she said.

Reported incidents of sexual abuse had risen substantially in the last four years and it was now estimated that one in 10 children were sexually abused – though some professionals put the figure even higher.

Although figures from the National Society for the Prevention of Cruelty to Children showed that the average age of these victims was 11½, there were now reports of an increase in the number of babies who had been sexually abused.

Offenders were from every class, creed, race and profession and most were abused as children, said Mrs Kenward. The children usually knew the offender.

There also seemed to be a disturbing increase in young offenders. Mrs Kenwood cited a study in Nottingham where 30 per cent of 225 offenders who had abused children sexually were under 18.

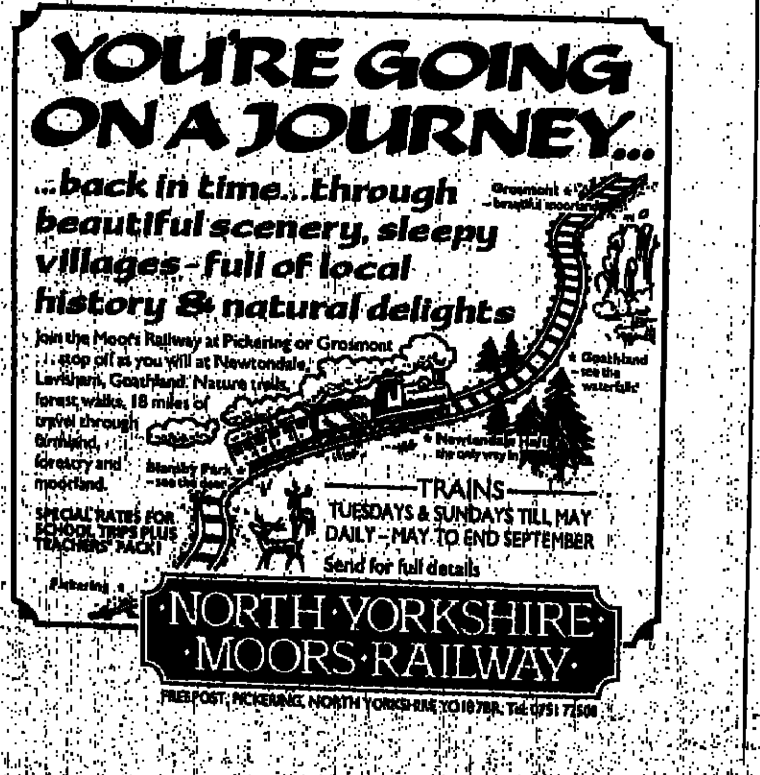
"We have a real problem about what young people are doing and how they are enacting their feelings," she said.

Michelle Elliott, director of Kidscape, a training programme on abuse prevention, said there was evidence that young offenders experienced a feeling that they wanted to act in this way at the age of 13 or 14, but did not do so for another year.

Mrs Kenward emphasized that once a child disclosed sexual abuse, it was vital not to back off. There was a need to feel the adult would hear and share the pain. At the same time, the child had to be protected and the abuse stopped.

"No one should make promises they cannot keep and it is often better to say you don't know or are not sure than to give an enigmatic answer which you can't back," she said.

All children should be taught safety skills, involving accepting lifts, being alone at home, going off with someone, bribery and threats active or implied. "They need to know how to say 'No' and how to get away."



British Council looks for a new leader

by Biddy Passmore

The British Council, the body responsible for promoting British culture overseas, is looking for a new director-general.

The present director-general, Sir John Burgh, retires in the summer of 1987.

Candidates for the £55,000-a-year post must prove themselves equal to the challenge of running an international organization with staff totalling 4,200 and a total annual budget of more than £200 million.

"The director-general needs to be a fluent communicator to win the confidence of government, academia, industry, the arts and last, but by no means least, the media", says the Council. And candidates are warned: "A cast-iron constitution and a strong stomach are essential to survive punishing overseas travel."

Sir John Burgh, who is 60, has been director-general of the Council since May 1, 1980.

Standards met

A second list of institutions which have been accredited by the British Accreditation Council for Independent Further and Higher Education has just been published. The BAC monitors standards in the independent sector.

PAT warning

The Professional Association of Teachers is warning members not to take children on school trips without adequate safety precautions. PAT is also preparing guidance for teachers in charge of children out of school.

In brief

Effective schools

A grant of £60,000 to study the organization and management of secondary schools has been given to the University of Manchester Institute of Science and Technology by the Economic and Social Research Council. The work will include the secondment of teachers to the project, and will aim to produce materials which can be used by heads and other school managers to analyse the effectiveness of their organization and management procedures and will start in 1986 Training books and courses will also be produced.

High fibre

Dyfed's school meals service is introducing high fibre diets throughout the county from this week. Fat, sugar and salt will be reduced and wholemeal bread, salads and jacket potatoes will be served instead of chips. More vegetables will be offered, fruit and yoghurt as desserts.

Pay rise

Academic staff in colleges of education in Northern Ireland have been awarded a 2 per cent pay increase backdated to December 1.

Career plan

A £159,000 contract for the first stage of a three-year programme to develop a computer-based career guidance service for higher education students has been signed by Sir Keith Joseph, the Education Secretary.

The contract brings together the computer services company, Scicon Ltd, Queen Mary College, London, and the University of London Careers Advisory Service. Both the University Grants Committee and the National Advisory Body for Public Sector Higher Education are contributing towards the overall cost of the project, which will total £630,000 over three years.

Salford cuts

Salford education authority has agreed education cuts of £1 million at a special budget meeting. The reductions will mean the loss of 110 teaching jobs, a 5 per cent increase in primary pupil-teacher ratios, and more expensive school meals.

Parents' places

Richmond upon Thames has decided to offer two places on the borough education committee to parents of pupils at a council-maintained school, or attending the borough tertiary college. The plan now goes before Sir Keith Joseph, the Education Secretary.

Advice link

The Association of County Councils has welcomed the consultative paper on local authority advisory services prepared jointly by the Education Department and l.e.a.s. But it warns that changes recommended in the paper cannot be made without more resources.

The Council for Educational Technology has called for an electronic information link-up between advisers so they can share information and experience. An electronic "invisible college" would be particularly useful because of the impact of new technology on the curriculum, CET says.

Discipline study

The Northern Ireland working party on corporal punishment in schools has invited submissions from a wide range of interests, including parents, after its first meeting. The working party was appointed by former Northern Ireland Education Secretary Mr Nicholas Scott to look at school discipline with particular reference to restrictions in corporal punishment.

TES reporters examine the difficulties faced by three local education authorities as they try to steer controversial school reorganization schemes through "hung" councils

OXFORDSHIRE

Wanted – one impartial peacemaker

Pressure is mounting for an independent inquiry – perhaps led by a member of Her Majesty's Inspectorate – into the future of Oxford's six comprehensive schools.

Rows over reorganization that have soured relations in the city for months show no sign of ending despite a decision by Oxfordshire education authority to do nothing but alter the number of pupils allowed into each school and direct co-operation between the institutions.

Now there are calls for an impartial outsider to lead an investigation, shared with local politicians, into the conflicting arguments for change (the need to ensure standards as rolls fall) and for maintaining the status quo (a wide range of schools, including single-sex and Church).

The six schools that are affected are Cherwell, Cheney and Peers (all co-educational), girls-only Milham Ford, boys-only Oxford school and the joint Roman Catholic/Church of England St Augustine of Canterbury.

Anyone leading a dispassionate examination of the alternatives – and there are 46 of them – needs the combined talents of a statistician and diplomat.

But there are some who doubt that the introduction of an expert would really ease the tension which caused friction between communities and led to bitter divisions within the two local Labour parties.

A number of options have been thrown out during months of ill-tempered public meetings and long council committee sessions. They include:

- Scrapping single-sex education and keeping four co-educational schools;
- Keeping single-sex educational wings in two of four new co-ed schools; and
- Turning five of the six schools into two large split-site "collegiate" comprehensives, and keeping all the buildings, to run alongside the smaller Church comprehensive.

Mr Tim Brighouse, the county's chief education officer, suggested at first that the authority should keep all six 13–18 schools that form the top tier of the city's three-tier system. Perhaps he realized that there would be great difficulty in getting consensus in a hung council on anything else.

And so it proved. The Alliance (18 members strong) remained united behind the plan to cut the number of schools from six to four.

The Conservatives, with 31 seats, who at first seemed keen to retain all six schools, wavered and toyed with the collegiate school option before settling for little change.

But the 20-strong Labour group, with its power base in Oxford city, agonized most. First it wanted more work on the collegiate school idea, then went for four schools (but retaining single-sex wings, and then settled for keeping all six schools.

Meanwhile, what Mr Brighouse regarded as a key ingredient in maintaining standards in all six schools was dropped. He had said that a minority studies centre, to support teaching groups too small for survival in individual sixth-forms was as essential as increased co-operation lower down the schools.

Councillors baulked at much of the extra cost this would entail since there is already unease in rural areas as secondary school sixth-forms come under threat because of falling rolls. Instead, a new director to co-ordinate 16-19 education in the city is to be appointed for two years.

Lower admission limits were imposed on schools to try to ensure a spread of pupils around the city. Yet guarantees were made that no one would be forced into a co-educational school when their parents wanted boys-only or girls-only schooling, no pupil would have to attend a single-sex school when parents had opted for co-education, and no child would be made to go to a Church school.

Tim Brighouse: Key part of his plan was rejected

But this has infuriated parents who want to get into a particular co-ed school since they will all be in competition, while families opting for single-sex education or schooling at the joint RC/C of E school are sure of a place.

The county education committee is therefore going to look at the position again on April 24 after parents have made the choice of upper schools for September.

Supporters of the single-sex schools are naturally cock-a-hoop. They argue that all six schools can survive the crisis of falling numbers and that the debate has caused unnecessary alarm in a city which has already suffered more than its fair share of closures.

But others say failure to act is simply putting standards at risk.

Education officers forecast numbers in the upper schools will fall from 4,370 last year to 3,400 in 1991 before the worst is over and slow recovery starts. But none of Oxford's upper schools could be considered big and there is room for building if necessary.

Quarrels over the significance of statistics have led to calls for an inquiry. Dr Harry Judge, director of Oxford University's Department of Educational Studies, and a co-opted member of Oxfordshire education committee, first made the suggestion last month.

In the past few days, Mr Ian Inness, a parent-governor at Peers School, has been trying to drum up support for an inquiry led by an HM Inspector. He said: "If people don't believe anyone locally, why don't we get an independent person who has got clout to come and look at our schools and say either 'There is a difficulty' or 'There is no problem, pour in a bit of money and it will be all right.' "

Meanwhile, county councillors, bruised and battered by conflicting loyalties, are quietly meeting behind the scenes and hoping for a compromise that will avoid the open warfare of the past six months.

James Meikle

Councillors poised to end selective schools

DEVON

Alliance and Labour councillors in Devon are likely to seize the opportunity to end selective schooling in west Plymouth following a decision by the Education Secretary, Sir Keith Joseph to reject a two-year-old Conservative reorganization plan.

The original scheme, put forward when the Conservatives controlled the county, would have created four new comprehensive schools but kept three out of eight grammar schools in the western part of the city.

This week a working party met to consider the options available. Both Alliance and Labour have stated they would seek to close all the grammar schools and go fully comprehensive.

Devon is now a hung county, with an Alliance administration supported by Labour. An Alliance proposal to end selective schooling throughout the county is to be tabled at the county council next week.

Mr David Morrish, Alliance leader, said: "There have been enough interim solutions proposed for west Plymouth. What we can now do is move forward to a fully comprehensive system for the whole city." Labour education spokesman Mr David Knott said: "I would think we will take the opportunity now to do away entirely with selective schooling."

Sir Keith turned down the Conservative scheme after two years' delay because he ruled there had been a lack of public consultation over the closure of one school, Whitleigh modern. Of course, any proposed comprehensive scheme would require consultation and Sir Keith's approval.

Mike Durham

Parents take l.e.a. to court

BERKSHIRE

Berkshire parents are taking the county council to court for allegedly rushing through a plan to extend selection throughout the county without proper consultation.

A High Court judge has granted the parents leave to apply for a judicial review of the county's decision, taken on November 9, to extend the catchment area for Reading's two grammar schools from this September.

Parents, teachers and governors are fiercely opposed to the scheme, believing it will rob successful comprehensives of their brightest pupils and lead to the reintroduction of the 11-plus.

Now parents from three comprehensive schools and one primary are seeking to have the decision quashed on two grounds.

First, they say the council should have waited for a ruling from Sir Keith Joseph on whether the changes were "significant". If he had ruled that they were, the county would have had to go through a full consultation procedure, and parents would have been able to submit objections.

Second, they complain that parents were given full details of the changes only one month before they had to submit applications for schools, whereas the school regulations stipulate they must be given six weeks.

Berkshire first raised the idea of extending the selection net beyond Reading two and a half years ago, because falling rolls meant that the two grammar schools were absorbing an ever-increasing proportion of the town's bright pupils. But the plan was defeated in full council because the Tories did not then have overall control.

Last May, however, the Tories won control of the council and hastily resurrected the scheme. Heads and governing bodies were given just over two weeks at the end of the summer holidays to comment on changes to be introduced this autumn.

Biddy Passmore

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The age groups There are two age groups: under-11 and 11-17. (Ages on 31 August 1986.)

The prizes Regional prize winners in each age group win £75 and £50 for their schools, with further prizes for runners-up.

The overall national winner in each age group wins an additional £300 and a 'weekend of fame' in London – plus a further £300 for their school.

National second prize: £125 and £100 for the school. National third prize: £50 and £50 for the school. Closing date for entries: 29 March 1986.

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Two years ago, the Government proclaimed that the local authority further education sector was failing industry and the nation. So it overrode long established conventions for the funding of the education system, and brought in the Manpower Services Commission as a powerful new paymaster to put things right.

Now the colleges are emerging from the toughest crisis in their history with signs of a new confidence and assertiveness: the MSC's scrutiny has, by and large, failed to produce much evidence for the charge that further education is unresponsive and inefficient and out of date.

Ministers have at last discovered that the real villains are the employers, mostly mean and ignorant about training, and reluctant to accept any share in the responsibility for getting it right.

The heat is no longer on further education, but the slur – and the controversial funding arrangements which it engendered – remains. The local authorities and the FE professionals are embarked on a campaign to secure public recognition of the reality. We report some of the opening shots.

Further education chief tells colleges to boost public image of service

Further education must ensure that the public understands what educators already know – that it is serving industry and the nation well, Mr David Bradshaw, secretary of the Association of Colleges of Further and Higher Education, told its annual conference last week.

"We know what is being achieved, but it's no good just telling each other. We have to sell ourselves to a wider audience," he said.

Delegates had pointed to the growing evidence that the colleges were more in touch with the needs for up-to-date skills than most employers, and that it was employers who were placing obstacles in the way of cooperation. The local collaborative projects funded by the Department of Education and Science to promote cooperation had confirmed, they said, that it was industry that was holding back.

"The facts coming back to the MSC show that industry just doesn't want to train," Mr Paddy Sheen, principal of Peterborough technical college, told the conference held in London. He claimed it meant that the whole structure which the Government had imposed on further education was based on a false assumption and built on sand.

Mr Bradshaw proposed that the association should in future seek meetings with bodies like the CBI and the TUC – both of which have powerful representation on the MSC – to make sure that they understood the facts.

In his speech earlier, Mr Bradshaw had called for a thoroughgoing reform of the FE structure. The Government's intervention to fund work related education had changed the balance of provision, bringing a risk that other kinds of further education would be neglected. Other aspects of the problem were the loss of local perceptions in policy-making, overlap between the DES and the Department of Employment, the major involvement of the MSC and the establishment of NAB.

The way in which Government policies were being driven forward only confirmed the divisiveness which had bedevilled education and work-related education for the past century with separate departments of state dealing respectively with "education" and "training" and helping to exacerbate the problems. The categorization within colleges of some courses as work-related might perpetuate the divide.

In a paper to the conference, Mr Bradshaw put forward a series of options for reforming the structure. They were:

- the control of post-compulsory education and training through one department of state;
- total management through the MSC;
- responsibility placed firmly with local authorities;
- responsibility placed with new regional authorities; and
- the establishment of a national policy body for NAFE.

He said that the options were not mutually exclusive and that only a package of reforms would meet the need.

Clear-headed management needed

by Jane Last

Aims and objectives alone could not lead to the long-term health of colleges, Mr Geoffrey Melling, director of the Further Education Staff College, Coombe Lodge, told the conference. "Clear-headed management and good housekeeping are necessary."

"People, plant and money" in the colleges should be working to clear targets and under constraints by which their effectiveness can be assessed and their performance reviewed.

They were faced, he said, with a demand for diversified services in a time of declining resources and under pressure to be more efficient at the same time as being more effective. To do this he said we needed to push management attitudes and practices and training down the line to where course planning took place.

Geoffrey Melling: targets

"I am convinced that if middle or junior managers worked to clearly expressed norms of good practice, the service and its paymasters would get maximum value at the point where the resources are expended," he said.

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Employer cuts blamed

Mr Chris Patten, education minister of state, criticized employers for cutting back on investment in education and training in his speech to the conference on Thursday.

"The low priority given to education and training by many employers owes rather too much to an assessment of short-term costs and rather too little to a consideration of long term benefits," he said.

Mr Patten warned that at a time of unprecedented growth in new technology, companies would find that they had the sophisticated equipment but a shortage of skilled manpower to run and service it.

"That has already happened in certain industries in certain areas," he said. The fact that at the same time we had appallingly high levels of unemployment was paradoxical "but not, I suggest, unrelated".

Edited by Mark Jackson

Agile minds rather than expertise sought

Industry is looking for agile minds and personalities rather than technical experts, engineers and scientists, a top industrialist told the ACFHE delegates. Firms want youngsters with the ability to keep on learning after school or college.

"The great requirement in my company is for agile minds, well trained, coupled with personality, young people who know how to learn", Sir Edwin Nixon CBE, chairman of IBM, told the conference. "We must win them over from the professions."

The challenge of Industry Year, he said, was to encourage in young people a new set of attributes and attitudes. "We have lost sight, of the pressing need for a solid foundation of knowledge – "the basic core of knowledge – reading, writing, mathematics – is too often under-valued".

Listing the examination choices from GCSE to "a whole shelf" of vocational qualifications offered to 16-year-olds he said that plurality was in real danger of slipping into utter incomprehensibility, and therefore ineffectiveness. "In our anxiety to find solutions to a wide set of problems we have lost sight of the most pressing need of all – a sound foundation of knowledge."

Comparing Britain with the United States and Japan who achieve higher education for over 50 per cent of their young people, Sir Edwin said we have failed to inspire our youngsters with the same urge to learn.

Fourfold increase in micro courses

Computer studies courses in colleges have quadrupled in the past five years, according to a survey published this week.

The Association of Metropolitan Authorities, which carried out the study, claims that it demolishes the Government's case against the further education sector.

The study is part of the inquiry into college performance that the AMA embarked on following the citicisms made in the *Training for Jobs* White Paper two years ago. The task was undertaken by local authority officers after the MSC had refused to cooperate in a joint inquiry. They surveyed provision for information technology in business studies, engineering and design courses, and construction and catering provision. The survey covered 103 colleges and reports that as well as the massive expansion in information technology, there was an increase of a third in construction courses. For these, more than 70 per cent of the colleges had formal consultative committees to obtain the advice of industry.

The AMA's report on the survey says that it is indefensible that such an inquiry had to be undertaken to acquire elementary information about what was happening in major areas critically important to the economy and the well-being of society. It says that the shortage of sound labour market intelligence presents a major problem to colleges and that the involvement of the MSC has produced no discernible improvement.

"The MSC does not provide an information service about training needs and its capacity to do so remains unproven," says the report.

The report found that the direct contribution from industry to the provision amounted to only about 2 per cent, and that employers were involved in the planning of only about a third of new work-related courses other than those prescribed by examining and validating bodies. The evidence did not substantiate criticism that college responsiveness was handicapped by l.e.a. bureaucracy, and nearly three-quarters of the colleges had an extended teaching year of between 42 and 48 weeks so that they could offer courses at times to suit the sponsor.

Mrs Nicky Harrison, the AMA's education chair, said this week that Sir Keith Joseph explained when the White Paper was published that Ministers had formed an impression that colleges were not responsive enough, but had no hard facts. "Our findings prove beyond all doubt that, despite all the financial cuts and other problems, l.e.a.s have the commitment and the capacity to respond."

Plans bind colleges

Colleges may have to turn away large numbers of students while running courses for which there is little demand as a result of the new planning procedures imposed on local authorities by the Manpower Services Commission.

Every college will be bound by its local authority's development plan, which lays down the work-related courses and the number of places to be provided. The plans for next year have already been drawn up by the authorities and submitted for MSC approval, and the commission is applying criteria based on its views of future demand for various skills and its priorities.

What is worrying some of the colleges, says Mr Jack Mansell, director of the Further Education Unit, is that many of the students and some employers may not take the same view as the commission's officials as to what they should be learning.

"We simply won't know until enrolment," he says.

The FEU is undertaking an in-depth study of the development plans submitted by 20 of the authorities. Mr Mansell says it is becoming clear that most authorities are, as a result of having to plan work-related education, extending their development planning to cover the whole of FE.

Resident industrialist scheme

Schools in the Woking area are to have their own industrialist in residence to change pupils' attitudes to industry and to establish closer links between schools and the world of work.

The scheme is being set up by Dr David Warwick, co-ordinator of the School Curriculum Industry Project in Surrey. Dr Warwick is basing the idea on a writer in residence project at Farnham Sixth Form College, where he was deputy principal.

He hopes an industrialist in residence will have a similar effect. "Although we owe our survival as a nation to industry, it is held in low esteem by many sections of the population. An industrialist in residence could do much to rectify the balance," Dr Warwick said.

The industrialist will act as a consultant to teachers over the industrial aspects of their work and to help them plan work experience and industrial visits.

He or she will also help the SCIP coordinator to plan in-service training for teachers. And the industrialist will be involved with several schemes to mark industry year, such as the twinning of Woking secondary schools with firms to carry out practical projects, and an "industrial" harvest festival to link schools, churches and industry.

The job will be part-time and will be based at Woking Sixth Form College.

Sacked head lodges unfair dismissal claim

The former headteacher of a troubled Suffolk boarding school who says he was pressured to sign an unsatisfactory contract of employment is now claiming unfair dismissal.

Mr Jeffrey Robinson was dismissed after 18 months as head of St George's School, Great Finborough, near Stowmarket.

His predecessor had left amid widespread publicity over his authoritarian way of running the 360-place school.

Mr Robinson, 50, of Stowmarket, appeared before a preliminary hearing of the tribunal at Bury St Edmunds last week. The tribunal has to decide if Mr Robinson can go ahead with a claim for unfair dismissal or whether he is bound by a contract with the school which he signed in 1984.

The contract, which changed his status to joint head and maths teacher, was to offer him employment for a fixed term of one year. Included in the contract were clauses agreeing that he would not pursue any claim for unfair dismissal and that it did not represent continuous employment at the school.

Mr Robinson, a teacher for 28 years, told the tribunal that he was "thoroughly demoralized" when he signed the contract and had been told he would not be paid if he did not comply. His former employers, Anglemoss Ltd, owners of the school, deny the allegation.

Mr Robinson, who moved to Suffolk from being head of a city centre school in Nottingham, joined St George's in September 1983. He said he felt he had a great deal to offer the school which he described as being run in a very "amateur way".

Jeffrey Robinson

In March 1984, in a handwritten letter, Anglemoss director Mr John Sinclair informed Mr Robinson that it was considered he was not the right man for the job.

Mr Sinclair said this had not been apparent when interviews were conducted and it was no slight on Mr Robinson.

The tribunal was told by Mr Sinclair: "We were looking for someone we could build the future of the school around, a strong person who would take the school forward. For various reasons we concluded that Mr Robinson was not the right man to do that".

There was no animosity on the part of the company towards Mr Robinson, added Mr Sinclair, who also acts as bursar of the school.

A system of stringent control instituted to ensure there was no repetition of problems encountered with the previous head had led to complaints from Mr Robinson that he was being deprived of executive powers.

Mr Sinclair said: "We were not in a position at that stage to hand over control of the school to a person who was independent".

The contract of employment had been presented in draft form to Mr Robinson in early August 1984. He claimed at the hearing that the final form was presented to him in September that year with a demand for immediate signature.

Mr Robinson said that because of his family responsibilities – he has a wife and three children – he agreed to sign.

Mr Sinclair said, however, the reason he had told Mr Robinson he could not be paid unless he signed was that his existing contract of employment had just expired and payment would have had the effect of extending it.

The decision of the tribunal is to be announced in about a fortnight.

- Mr Derek Slade, the previous headteacher at St George's, left after allegations of excessive beatings and lack of effective discipline by the BBC Radio programme, *Checkpoint*. He has since started a school in Sussex.

In press reports he was dubbed "Mr Whack'o". However, after the programme an HMI team visited the school and gave it a clean bill of health.

Fun and games under scrutiny . . . activity centres have a new watchdog on tuition and safety standards

Children's safety to be monitored

Safety and tuition standards at children's activity centres are to be monitored by a new body.

The work will be carried out by the British Activity Holiday Association which includes among its members large operators like PGL, Dolphin and Butlins, as well as individual centres and schools.

Concern that children attending the centres needed greater protection, prompted 12 organizations to get together 14 months ago to formulate a code of practice. This has now been adopted by the association.

The code tackles three main areas:

- It lays down minimum safety standards, covering such things as equipment, staffing levels and procedures in case of an accident. To enforce them, an independent inspection system will be set up.
- Staff qualifications are to be examined. Staff should not only offer a satisfactory level of tuition, but also be able to take responsibility for the children in their care.
- Some form of bond will guarantee that money and the holiday itself is not lost if a centre closes down unexpectedly.

Membership details are available from the British Activity Holiday Association, PO Box 99, Tunbridge Wells, Kent, TN1 2EL. Tel: 0892 31504.

Pupils denied new radio hearing aids

by Susannah Kirkman

One third of all radio hearing aids for children are paid for by charities or by parents – although the aids are one of the best ways to help hearing-impaired children in mainstream schools.

The supply of these modern aids depends largely on goodwill, according to a national survey by the Royal National Institute for the Deaf.

Unlike traditional hearing aids, they bring the speaker's voice to the listener's ear, cutting out interfering noise.

Yet many parents foot the bill for maintenance and repair, and spares are often not available when the aids are serviced.

Cutbacks by l.e.a.s and health authorities mean that a child who moves may no longer be entitled to a radio hearing aid. And some children have no aids at home.

An extra 25 to 30 per cent of hearing-impaired children could benefit from radio hearing aids, according to the working group which carried out the survey. Only a quarter of children with hearing impairment have radio aids.

The working group says radio aids should be provided by the National Health Service, at an estimated cost of £1 million.

The Provision of Radio Aids for Children is available from the Royal National Institute for the Deaf, 105 Gower Street, London WC1E 6AH.

Pro-family group upset by 'amoral' sex classes

by Gillian Macdonald

The sex education given to many British schoolchildren is "amoral and perverted", the Responsible Society claimed last week.

The group, which is campaigning for the maintenance of the family unit, says the education system is being used for "propaganda and indoctrination".

It has launched a video, *The Great Population Hoax*, which aims to demolish the notion that population growth leads to environmental and economic problems.

Bringing together data and contributions from economists, gynaecologists, moral pressure groups, and Third World health advisers, the programme argues that the world is not becoming over-populated, and it urges the Government to withdraw taxpayers' money from the funding of agencies like the United Nations Fund for Population Activities.

Ms Valerie Riches, secretary to Family and Youth Concern, claimed the population control movement promoted "sex education which encourages youngsters to have sex anywhere, anytime, with anyone, provided only that they don't get pregnant".

The Great Population Hoax is available on VHS or Betamax (£40.95 to buy; £10 to hire) from The Responsible Society Research and Education Trust, Wicken, Milton Keynes MK19 6BU.

Woman wins discrimination hearing

by Carmel McQuaid

A Northern Irish chemistry teacher has received £1,500 compensation from her high school governors following an industrial tribunal ruling that she had been unlawfully discriminated against because she was a woman.

Mrs Christine Mackell, 31, failed to be appointed as "teacher of chemistry to A level" at St Patrick's High School, Downpatrick, Co Down, though she had more experience in science teaching than the man chosen. Her degree was in chemistry and she had consistently taught science subjects to both O and A level.

The successful candidate, who had studied chemistry only in the final year of an arts degree course, had taught geography, history, general science and human biology to both CSE and O level. During the interview he could not answer a question relating to A level chemistry.

The tribunal accepted that Mrs Mackell had one year less exerience than the successful candidate, but held that her experience was more relevant for the post.

NUT accused of snubbing Tories

by James Meikle

Leading Tory educationists have alleged that they were snubbed by the National Union of Teachers last week when they led a parent's delegation to the union's London headquarters.

Mr Fred Jarvis, NUT general secretary, was not present to meet the group which had travelled to King's Cross to urge the union to end its long-running strike action over the 1985 pay claim. Baroness Cox and Lady Olga Maitland, who is prospective Conservative ILEA candidates for Holborn and St Pancras, headed the 60-strong delegation.

Mr Stuart Skyte, the union's press officer met some of the delegation while others remained outside the building.

Afterwards, Lady Olga said: "We feel Fred Jarvis was a complete coward. He should have faced concerned parents." She said some children had suffered permanent damage from interruptions to their education.

Mr Skyte said that Mr Jarvis had been unable to make either of two dates suggested.

"We learnt that the delegation was coming regardless so we agreed to receive a petition and we had two separate, amicable conversations with small groups of people."

Lady Olga Maitland

Baroness Cox

Poly admissions service 'working well'

The new centralized system of polytechnic admissions has just completed its first full year of operation, and is said to be working well even though it brought forward deadlines for applying for courses.

Mr Tony Higgins, chief executive of the Polytechnics Central Admissions System, said: "The schools have coped marvellously. Most of them managed to get applications in by the closing date, and we can see no effect of the teachers' dispute on applications."

PCAS was established in 1984 to streamline applications for degree-level and DipHE courses at the country's 30 polytechnics. The system parallels in many ways the universities' admission system, UCCA.

So far, PCAS has had more than 122,000 applications for 34,000 places – more applications per place than in the university sector.

The overwhelming majority of polytechnics has now agreed to accept applications only through PCAS. Lancashire Polytechnic, however, intends to accept direct applications, as well as ones made through the central system.

PCAS also announced this week that it had been granted £30,000 by the Department of Education and Science to manage the Advanced Further Education Information Service which publishes lists of higher education vacancies in polytechnics and colleges.

Plans to open bilingual school

A fourth bilingual secondary school may be opened in Mid-Glamorgan in a bid to ease overcrowding problems in the county's existing three bilingual schools.

The director of education, Mr Ken Hopkins, is recommending the establishment of a fourth school by 1986.

The new school will be located in Rhydfelen's catchment area. But, as the authority cannot afford to build a new school, an existing site will have to be used.

Union casts doubt on success of reforms

UNITED STATES

Bill Norris on the two sides to interpreting school statistics

The publication of the 1985 American schools statistics has been accompanied by something of an orgy of self-congratulation by the Federal Education Department.

With rising scores in college entrance examinations and fewer high school drop-outs, Education Secretary William Bennett cited the figures as proof that America's schools are on the rebound. "The excellence movement has clearly helped our poor and minority populations," he declared.

Not everyone agrees. Mary Hatwood Futrell, president of the biggest teachers' union, the National Education Association, said that the drop-out rate – 30 per cent – was still intolerably high. "We need an Education Department that directly addresses the drop-out question a great deal more than we need a Department that congratulates itself over rising Scholastic Aptitude Test scores."

Closer examination of the statistics does seem to cast some doubt on Mr Bennett's claim that minority and poor students are benefiting from the school reform movement. In Washington DC, for example, it is true that SAT scores improved by 22 points between 1982 and 1985. But this masks the fact that all the improvement took place in private, not public, schools. In the public sector, the average score actually fell by three points over the same period, and at 44.8 per cent, Washington has the worst drop-out rate in the country.

The SAT is a voluntary examination, taken by only about 37 per cent of the national graduating class. In Washington DC no more than one in three public school students who do manage to complete their course opt to sit the test, compared with 95 per cent of those at private schools.

Nationally, there is also a long way to go before the test results get back to where they were in 1963. Though the decline bottomed out in 1980, after losing 90 points, President Reagan's stated target of recovering half that loss by 1990 is still far away. Thus far, the national average is 16 points up from its all-time low.

The latest flood of statistics not only ranked the states by examination achievement and drop-out percentage, but also by student-teacher ratio, teacher salaries, and the amount spent on each pupil. Mr Bennett appeared pleased that the last three items seemed to bear remarkably little relation to the first two, proving, he said, that the way in which money was spent was more important than the amount.

New Hampshire, in fact, which outscored every other state in the 1985 SAT results with an average of 939 (out of 1,600), ranked 48th in terms of the salaries paid to its teachers, with an average pay of $18,577 (£13,269). Only Maine, Tennessee and Mississippi paid their teachers less. In terms of expenditure per pupil, New Hampshire was 27th with an outlay of $2,980.

By contrast, Alaska, which spends $8,627 per pupil – $3,500 more than second-placed New York – and pays its teachers the highest average salary of $39,771 failed to distinguish itself. It came 20th in the SAT table, tying with Alabama, which pays only half as much.

Utah scored a notable double achievement, spending less on its students ($2,053) and having a higher pupil-teacher ratio (24.1:1) than anyone else. Nevertheless, it still ranked equal 11th in the exam achievement table, with Illinois, Michigan and Maine.

The worst drop-out rates, after Washington DC, were in Louisiana and Alabama – the best in Minnesota (which managed to graduate almost 90 per cent of its students), Nebraska and North Dakota.

The comparative tables, which were instituted by Mr Bennett's predecessor, Terrell Bell, three years ago, have not been popular among educators. But Mr Bennett clearly intends to continue the exercise. "When you have this kind of chart some people are going to come off looking better than others. But it is essential not to keep these findings a secret, to tell the American people how we are doing."

Howard Carroll of the NEA, however, remains unconvinced: "Everybody wants to know the score, but this is an incomplete scorecard. Tests are not a true evaluator of achievement."

John Weiss, executive director of Fairtest, a Boston-based group that is critical of standardized tests, said the chart "violates professional guidelines for proper test use and warps school criteria".

And even those who set the tests are not happy with this use of their results. "We object to the misinterpretations that result from cross-state comparisons," said David S Crockett of American College Testing, which has refused to give its figures to the Education Department.

But Mr Bennett has been getting them anyway, and while the statistics lend themselves to such happy interpretation it seems likely that they will continue to be an annual event.

Head start: Each day Donna Fojtik, 30, a medical assistant, pats her abdomen and says "pat, pat", "kick, kick." As a member of Dr Rene Van de Carr's prenatal university, she is trying to communicate with her unborn baby. More than 700 women are taking part in this project in Hayward, California. The idea came from one of Dr Van de Carr's patients who told how she and her husband were playing with their baby. When the baby kicked, the mother patted it in response.

End of line for bussing

The controversial system of "bussing", under which American children are often transported long distances to ensure racial balance in schools, may be on its way out. A Federal Appeals Court has ruled that Norfolk, Virginia, can now substitute a system of neighbourhood elementary schools.

Although not nationally binding, the long-awaited ruling is expected to have wide repercussions. Hundreds of school districts across America have been wanting to escape from the burden of bussing, originally imposed on them by the courts as a desegregation measure. Like Norfolk, many have found white parents moving out of town, leaving the city schools almost as segregated as before.

The Reagan administration entered the Norfolk case on the side of the school board, with Assistant Attorney General William Bradford Reynolds encouraging school systems wanting to follow the Virginia town's example.

"There is general recognition among all groups that the cross-town bussing plan has worked less than perfectly," he said. "There are a host of pressure points among minorities and whites to take this yoke off and move to something that will begin to treat some real serious woes within the public education system."

Norfolk's new neighbourhood school plan could leave six schools with a 70 per cent white population, and 10 with 95 per cent black enrolment, making them technically segregated. Under the existing bussing scheme, only one of the town's schools has such a racial imbalance.

The court ruling said it found this "disquieting", but ruled in the school board's favour nonetheless. White enrolment in Norfolk schools sank from 70 per cent in 1970 to 42 per cent in 1983, and the judges declared they were not bound to compensate for demographic changes. The neighbourhood plan, they considered, might help to stop the white exodus.

The court's decision, however, will not go unchallenged. The National Association for the Advancement of Coloured People Legal Defence Fund, which claims it could unravel 30 years of efforts to integrate and equalize American schools, is threatening to take the case to the US Supreme Court. "I think it's the first case where a court has sanctioned a school district's return to an assignment policy that would result in the resegregation of the schools," said Julius Chambers, the fund's director.

One of the factors worrying Mr Chambers is a ruling by the court that when a school district has been declared "unitary" – free of segregation – it will be up to plaintiffs to prove any changes made are discriminatory. Previously the onus was on school boards to justify proposed changes.

"I know there has been discussion by a lot of districts about modifying plans and eliminating bussing," he said. "The cost and divisiveness of litigation will deter some of them, but I think a number will try. And I think the Justice Department is encouraging a number to do that."

Mr Chambers appears to be right. Mr Reynolds, when asked whether it would be wiser for school systems with court-ordered bussing to wait for a Supreme Court decision on the Norfolk case before making changes, said they could modify their plans now "and do so quite comfortably".

Teachers go on strike as Cabinet rejects pay deal

NEW ZEALAND

Llyn Richards on the angry reaction that has closed schools

New Zealand's secondary teachers have gone on strike for almost the first time ever, their action triggered by diminishing career prospects and bitterness at a last-minute blow to their pay settlement.

On February 14, after months of negotiation and compromise about new salary scales, the special salary negotiating body was satisfied, the Minister of Education and the Associate Minister of Finance were satisfied, and the single secondary teachers' union was satisfied. But the following Monday, the Cabinet turned the whole thing down.

By noon all the state secondary schools in the capital were closed, leaving the city with only three private schools open. The next day more than half the schools in the country were closed by disruptive meetings.

Now sporadic regional walk-outs are to be followed by a national one-day strike.

Apart from a one-day stoppage in 1978, this is almost the first real strike by secondary teachers that New Zealand has ever seen. Other stoppages have squeezed inside the regulations by closing schools for only a third of a normal day.

Also extraordinary was the speed of the reaction. Teachers feel they were badly let down and the first actions, later disruptive meetings and a march on Parliament, were a reaction to the shock.

Anger has been directed not at the Education Minister, Mr Russell Marshall – who obviously had been overruled by the Cabinet after reaching agreement with the teachers – but at the Minister of Finance, worried by a big deficit, the Prime Minister, who told one demonstrating teacher to "piss off", and the Minister of State Services, who has been accused of leading the public astray about what the teachers are claiming.

The claim is for slightly more than the current increase being given to other Civil Servants, but only at the points where promotion is nowadays blocked as rolls fall and positions of responsibility, with their extra salary, are fewer. The increases are needed, the teachers claim, to attract graduates into teaching by giving a better career structure, and to retain those already in.

Schools started the year at the beginning of February, on average, 1.2 teachers short, usually in the vital areas of maths, science and accountancy (outside wages are much higher), but some also in physical education, music and art, all of which are "core" subjects in the first years of New Zealand high school education and must be provided.

Anger at the Cabinet's knock-down blow is increased by recent huge increases – up to 40 per cent – given to top civil servants, MPs, and university staff by a statutary body, the Higher Salaries Commission, originally set up to iron out anomalies and keep increases steady. After the wage freeze of the Muldoon Government, the commission granted "catch-up" increases and the Labour Government could not, without changing the law, avoid paying them.

As major tax reforms are scheduled for September, perhaps the balance will alter, but in the meantime the police force has also been given huge pay increases. One teacher, speaking at the rally outside Parliament, threw her arm around the shoulder of a watching policewoman and said, "Four years at university, one at teachers' college, eight in the classroom, and now I get the same pay as this young woman two years out of school."

Some parents have a different slant on the dispute, however, one saying to me: "My daughter has just had seven weeks' holiday, one week at school with next to nothing happening and now the school is closed. She's sitting exams this year. Those teachers should be teaching. They've got better conditions than the rest of us already."

Soft options

JAPAN

Young Japanese are nothing like the stereotyped image of their hard-working elders: they shun challenge, avoid commitment, are easily bored, value "fun" above all else and have little – if any – social conscience.

According to a study of 18 to 23-year-olds, conducted by the Hakuhodo Institute of Life and Living, young people derive most enjoyment from leisure activities and would like to cut down on work and study in order to devote more time to them.

Words such as "endurance", "ardour" and "fighting spirit" belong to a dead language for this age group, asserts the report.

Today's young adults, the first generation pampered from the cradle in Japan's post-war affluence, do not want to grow up. They work hard at following the right fads and fashions to maintain their lifestyles and studiously avoid the risk of failure.

Ms Mariko Fujiwara, the institute's director of English publications and overseas research, says: "Older people don't understand why the young, who have everything they want, are not prepared to play for high stakes in life. Even if they lost, they would still land on soft ground."

They have a weak sense of the continuity of society, she adds. They have no historical perspective – through lack of interest rather than education – and dismiss the deprivations and sacrifices of their parents as irrelevant.

They are shrewd, worldly, thrive on short cuts and aim for enjoyment through diversity. When one activity, whether in sports or any other pursuit, ceases to be "fun" or becomes too taxing, they move on to another.

By avoiding commitment, they avoid the responsibility of trying to succeed and the humiliation of failure. "But deep down, they know they haven't faced the test of life," admits Ms Fujiwara.

Friendships are paramount and to be maintained at all costs. With the decline in the birthrate and the emergence of the nuclear family, children have been forced to seek their security and companionship outside the immediate circle.

To young adults, "getting along" is what counts. They make as few intellectual or emotional demands as possible on their friends and regard knowledge of latest trends as fodder for conversation and a route to popularity.

This is not the first time a study has labelled Japanese young people as apathetic, materialistic, aimless, self-centred, socially unaware and over-protected and indulged by parents anxious to give their offspring the opportunities they never had.

The decline of traditional values is often blamed for the rise in school violence and has prompted calls for more thorough so-called moral or civics education, advocated by the Prime Minister, Mr Yasuhiro Nakasone, and his education reform council.

Although older generations accuse the young of moral decay, there is a positive side to their attitudes. Ms Fujiwara says: "Young adults aim to be well-founded people and are probably the first generation of Japanese who know how to enjoy themselves."

Barbara Casassus

Core curriculum plan is part two of the great debate

INDIA

Paul Flather on the latest phase of the education policy review

An ambitious plan to give all India's 110 million pupils in 600,000 schools a unified core curriculum based on education for "the head, hand, and heart" has just been unveiled by the country's education research and training council.

The plan, *Framework for a National Curriculum for Primary and Secondary Education*, is the second major document to appear as part of the "great debate" on national education policy taking place all over India.

Last August a scene-setting document, *The Challenge of Education*, was published by the Education Ministry. It prompted meetings and seminars throughout the country, and a flood of comment and criticism in the media.

The latest framework, a 36-page document, sets out the ingredients for a national core curriculum – general sciences, languages, mathematics, awareness of the social and economic environment and energy issues, the freedom struggle, basic social values, plus scope for socially useful productive work, art, health, and physical education.

It starts with the teachings of Mahatma Gandhi who saw education as central to the "development of national consciousness". It attempts to follow Gandhi's call for "all round development of the child" based on "character building as much as on the acquisition of knowledge".

Dr P L Malhotra, director of the National Council for Education Research and Training (NCERT) told *The TES* that one of its main aims was to reduce regional and economic inequities across the country, and to build up national consciousness.

It is envisaged the new curriculum will include the Indian freedom struggle against the British, and pupils will be taught about sacrifices made "for freedom and for protecting the integrity of the nation" in the hope it inspires patriotism.

Emphasis will also be put on India's "composite culture", on a citizen's sense of rights and duties, on problems of population growth, and on a sense of pride in being Indian.

The scheme will need time, energy, resources and widespread support if it is to be implemented. It faces two hurdles – a fear that it will be used by central government to impose its outlook on the 22 states, and scepticism from educationists who point out such ideas are a luxury when so many schools lack even blackboards and chalk.

The document appeared to overcome its first hurdle when it was approved at a meeting of state education ministers in New Delhi in January. But cynics say that once the precise syllabuses – still being drawn up by the NCERT – are issued for comment, state governments like West Bengal and Tamil Nadu will adjust the curriculum to suit their own views.

The second hurdle is readily acknowledged by Dr Malhotra. He admits the whole plan for a "new education policy" depends on more central resources. But that, he says, is clearly a matter for the politicians to show they really do want reforms.

Meanwhile 40 per cent of the country's primary schools are in mud-built buildings without blackboards. One in three have a single teacher to teach three or four classes. Only one in 20 pupils completes basic schooling to the age of 14.

There are other hurdles. The NCERT, which enjoys a monopoly in textbook production, is trying to produce the new syllabuses by the summer – when the Government aims to implement the policy.

Few believe such a tight schedule can be met. The books and materials have to be produced and translated into regional languages before they can be introduced into schools. The NCERT is also committed to a complete review of current textbooks and source materials – expected to take at least three years.

To prepare teachers the NCERT has come up with a plan to use new educational technology, television and videos, and a national scheme of in-service refresher courses.

Dr Malhotra believes he can start by training 500 teacher-trainers "to make education child-centred, to gear it to problem solving, and to relate it to the local environment". They will then be sent to 2,000 select institutions around the country to teach other trainers, who will, in turn, train batches of 100 local teachers in intensive two-week courses.

The Government has earmarked £6 million for this training. Dr Malhotra insists he can create a nation of "new teachers" in two years. Others are less optimistic.

There are three other problems. One is the competitive exams system which many feel is the main reason for such high drop-out rates. While continuous assessment is favoured by many educationists, state governments say it would be quite impossible to implement at present.

A second issue is language. The document proposes all schooling in mother-tongue until 10 or 11, when an agreed three-language policy should be followed: mother-tongue, English, and Hindi (or another modern Indian language for Hindi-speakers).

This will mean recruiting local teachers for all primary schools. It might also cause problems at secondary level with student mobility restricted if students do not master English or Hindi. Finally, there are fears among teacher groups that the curriculum will continue to be overloaded and impossible to complete.

The next stage of the debate is publication of a draft *New Education Policy* document, expected later this month. It will be passed to states for comment before discussion in Parliament, ready for implementation in July. The Government and the NCERT may be hard pressed to stick to the timetable.

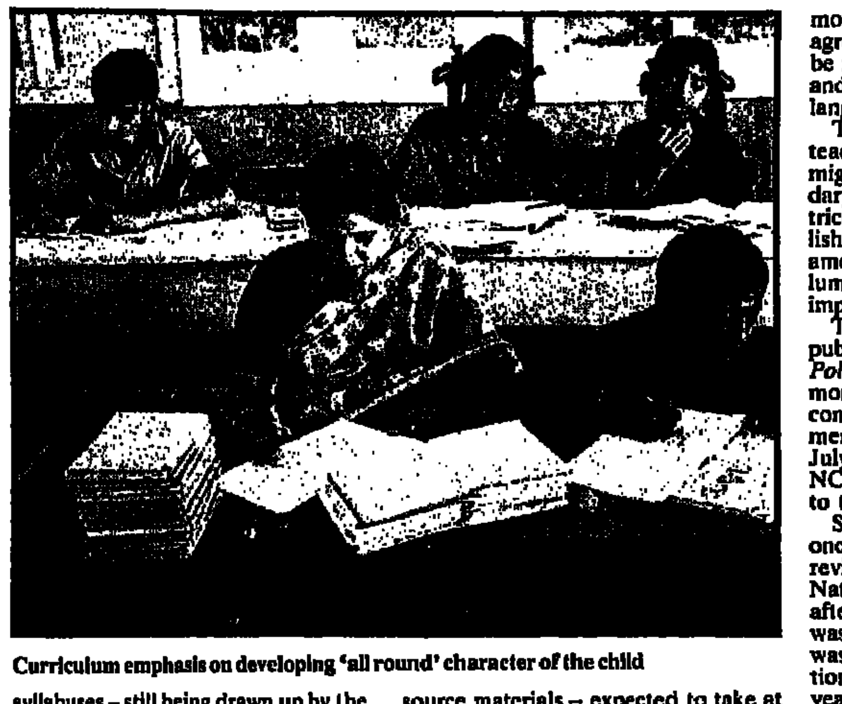
Since the early 1950s, India has only once embarked on such a thorough review of education. But the 1968 National Education Policy, agreed after three years of study and debate, was never properly implemented. It was 1975 before its main recommendation for a unified school structure of 10 years (primary) plus two (secondary) plus three (higher and further) was detailed, and it is only now that the system is underway in all states.

Dr Malhotra says that the NCERT will not fall into the same traps. "I will use the new education technology extensively and I am sure now we will be able to bridge the gap between those who get the best education and those who get nothing," he says.

Critical to the scheme's success is Prime Minister Rajiv Gandhi's personal interest in education. He sees it as the main influence in taking India to his cherished "21st century dream of growth and prosperity".

It will be down to Gandhi to find the funds, to force action from the Indian bureaucracy, and to persuade all to support the proposals if the plans are to get off the ground.

Officials at the newly created Ministry of Human Resources, which now controls education, are working late into the night trying to resolve outstanding problems before issuing the New Education Policy document. Prime Minister Gandhi is reported to have had several personal meetings recently with the human resources minister, Mr P V Narasimha Rao.



Curriculum emphasis on developing 'all round' character of the child

School falls foul of aristocrat

WEST GERMANY

The Duke of Edinburgh's old school has been told it must move because the pupils' behaviour has outraged the aristocrat in whose abbey it is housed.

Salem, West Germany's top boarding school, was founded in 1920 by Prince Max von Baden and by Kurt Hahn of Gordonstoun fame. It is a mixed school of 500 pupils and, despite fees of £600 a month, has long waiting lists.

The school has a strong tradition of achievement and community service. Each day starts with a compulsory run and pupils are kept busy with a full programme of activities, including manning the local fire service.

But the present owner of the property, the Margrave of Baden, who is a colonel in Germany's equivalent of the Territorial Army, has had a number of disagreements with the other school governors. These included a major row over the visit of one of Germany's leading "green" politicians as a guest speaker to the school's sixth-form in nearby Spetzgart.

The last straw for the irate Margrave was a flying slice of burnt toast that landed at his feet as he was showing a church dignatory around his impressive 14th-century Cistercian abbey.

The Margrave has now decided that it is time for a new head and board of governors. Failing that, the school will have to find new premises by the end of the year. A court of arbitration will be convened to decide whether there are any justifiable grounds for this premature termination of a lease which should run until 1999.

John Darcy

From Russia with a little love . . .

SOVIET UNION

Janet Price looks at the difficulties of sex education

Sex education in the Soviet Union is a misnomer. By shrinking from any hint of impropriety, many schools are side-stepping the subject altogether.

As part of a course called "The ethics and psychology of family life", sex education was introduced throughout the USSR a year and a half ago, and is being taught to ninth and tenth-formers (15 and 16-year-olds).

But some pupils, including Alexei, a 15-year-old from Moscow, claim the lessons are too chaste and come too late. He says he already knew everything he needed to by the tender age of 12. With very few books and magazines available on the subject, he picked up his knowledge by word-of-mouth from older and wiser friends.

Olga, now 17 and pregnant for the second time, regretted that the course never mentioned contraceptives. "I don't want another abortion," she said. "So this time round I'm marrying my boyfriend. He's in my class and we'll live with my mother."

According to Soviet commentaries in the government-run press, the problem, when introducing the course as part of the school reforms, was in striking a delicate balance between the reticence of the East and the decadence of the West.

Tamara Afansyeva, author of the experimental textbook for the course, *Family*, insisted in a recent interview with a youth newspaper that the aim is "to fill the youngsters' heads with general, philosophical themes". She added that children have their literature lessons to answer more subjective needs: "The poetry of Pushkin and Lermontov is a natural, unobtrusive invitation to discuss first love," she says.

While the course may not be an A–Z on revelations concerning "the intimate life" (as such matters are demurely referred to here), they do give pupils a practical idea of what married life is about. Topics include how to balance the family budget, divide the housework and raise children, though these are classified as "a bore" by Misha, a 16-year-old with more interest in pop music and skateboards than nappies and dishcloths.

Some parents, like a Moscow mother of two who calls the lessons "a menace", believe that the course will do more harm than good.

Even leading Soviet writer, Vasilii Below, attacked the course in an interview with the newspaper *Sovyetskaya Kultura*. He insisted that "a sense of shame is as important today as it was yesterday", and claimed that schoolchildren would be better off if they stuck to literature and language lessons.

Letters from disgruntled readers complaining that the course "fosters an unhealthy interest in the subject" have also recently appeared in the Press.

But Marina, a young maths teacher in the capital, stresses that, on the contrary, the pupils could do with a few more home truths and a little less modesty. She agrees with Igor Kon, a leading Soviet sociologist who wrote to the national teaching newspaper *Uchitelskaya Gazyetta* complaining that teachers themselves suffer from a mortifying lack of information.

Like other ninth and tenth-form teachers, Marina went on a two-month course before being qualified to take a class of "Family Ethics" as a subsidiary subject. "I have no textbooks to teach from, so it's difficult to communicate properly with a class of 32 mixed teenagers staring up at you," she admits. "I'd prefer small discussion groups – then they wouldn't be embarrassed about asking me questions."

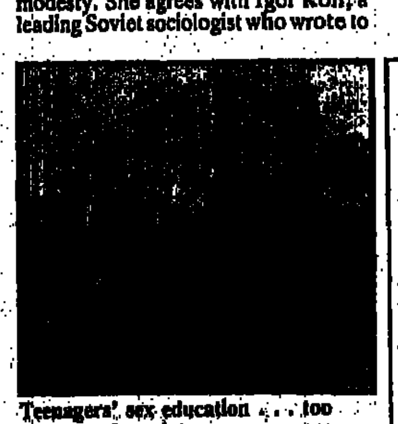
Nikolai Yeremeev is the director of a publishing house which has just come out with an official handbook on marriage-relations called *Be Happy*. He receives many letters from teachers in desperate need of more of these books. *Be Happy* came out in an edition of 35,000 copies and was sold out in a day.

Yelena, a 16-year-old student at a special sports school where the "Family Ethics" lessons are voluntary, says that about half her class attends. "We discuss articles from the Press about broken marriages and why they happen. I think in general it's useful . . . for example, you see how to cope with living in your parents-in-law's flat."

Although surveys carried out by Soviet sociologists show that 40 per cent of divorced couples cited "disharmony in sexual relations" as the cause for the break-up, Yelena's teacher has never broached the subject. Perhaps this omission was due to a public warning by Tamara Afansyeva in *Uchitelskaya Gazyetta* that teachers "should avoid vulgarity like the plague". While encouraging class debates, Mrs Afansyeva also cautions "that such dialogues can descend to the level of street-talk".

But school authorities have more than smutty stories to fear from their pupils. An official at the all-union Institute of Crime Prevention was quick to point out in a Young Communist League newspaper that the deplorable consequences of early sexual relations among youngsters is a direct result of "those pornographic magazines and videos which are percolating through to us from the West".

Whatever the source, Soviet youngsters are not as naive as their elders think – as a joke now going the rounds in Moscow shows. An old *Babushka* chatting to two little boys asks it their mummy found them in a cabbage – the Slavic equivalent of the stork. "We'd better not tell her what really happened," one lad wearily says to the other. "She'd die of shock."



Teenagers' sex education . . . too chaste and too late

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(0016)

Russian books: where supply meets demand

Sir – I was interested to read Nicholas J Brown's piece, "Samizdat schoolbooks" (*TES*, February 14) in which educational publishers were accused of "scandalous failure" in the field of materials for Russian.

All publishers would think very carefully before investing in a fully-fledged four or five-part Russian course of the magnitude of *Action* or our own *French for Today* when the total entry for O level is now well under 1,500 per year. This figure has been dropping steadily: in 1970, 3,370 entries for Russian O level were registered and by 1984 that had slipped to 1,279.

It is further unfair to suggest that publishers make no effort to support the teaching of Russian in schools. We have three titles in the *Modern Russian Prose Composition* series suitable for A level, each of which sells under 500 copies per year but which we keep in print precisely because of a commitment to the few still relying on those books.

Many of us involved in publishing or teaching would agree that the failure to promote the study of Russian is scandalous. But I must object to Nicholas Brown's accusation that this "scandalous failure" is "by British educational publishers".

ELISABETH BOLSHAW
Senior Humanities Editor
Hodder and Stoughton
Educational Books
Sevenoaks
Kent

Missed chance

Sir – No doubt others have commented on the inaccurate Russian shown on the blackboard which headed your article "Samizdat schoolbooks". It is a fortuitous mistake, which illustrates the haphazard approach to the teaching of this important language.

I would not blame educational publishers for a natural reluctance to produce materials which may not find buyers. The roots of the problems lie deeper, and are of longer duration. In the 1960s, as a result of a government report, some language teachers undertook training in the teaching of Russian, but I believe it is probably fair to say that not enough advantage was taken at schools in response to this initiative.

Why not? Headteachers are often pragmatic and conservative, and hesitate to introduce a language which involves heavy initial outlay and is difficult to staff. The subject teachers may leave, and be much harder to replace. Other considerations than the instrinsic value of the language may influence their decisions.

I applaud the brave efforts of individual teachers to keep the language "alive" in Britain's schools, but I am sorry to say that, unless some strong wind blows away the prejudice surrounding the teaching of Russian, its future is bleak.

J D GARNETT
7A York Road
Ashingdon
Rochford
Essex

Overall decline

Sir – Generally Mr Brown's article is a fair analysis of the situation regarding the teaching of Russian in this country.

However, 387 schools with 8,800 entries result in minimal entrance to O level examinations and even smaller to A level. The dwindling of British published material is in direct proportion to the decline in Russian studies since the 1950s.

As importers of Soviet material, we believe that just as specialist British publishers serve best the ELT teaching world wide, so do the Soviet specialists for RFL.

Mr Brown mentions the co-operation with US authors. I can quote others, especially an on-going arrangement with Brücken Verlag in West

ТЫ ГОВОРИТЪ РУССКИИ ЯЗЫК

Germany. If there is "a lack of control over what Moscow decides to produce," this is a criticism aimed at the wrong quarters.

The expert editors of RFL teaching staff of Soviet universities have been puzzled for many years why British teachers and lecturers do not co-operate with them. Indeed, David Rix's *Dialogue I* is an isolated example, but an example of the only way ahead to remedy the situation.

For our part, we are prepared to "host" a panel of experts who could survey the whole range of material currently available and who could actively contribute to the development of locally suitable material. We would encourage the producers to speed up production and to keep the titles in print, as is already the case with many publications.

However, above all, everyone engaged in the field of Russian teaching must tackle the problem at its roots – the teaching of Russian needs official encouragement.

DR EVA SKELLEY
Managing Director
Collets (Booksellers)
Wellingborough
Northants

Still involved

Sir – I was encouraged to see *The TES* giving such welcome column inches to open learning in Huw Richards' article about the Open Tech (February 14). For those of us actively involved in open learning it is important that the educational world is kept informed of developments.

I must, however, correct one major error in Mr Richards' otherwise informative piece. George Tolley was, and still is, actively involved in the work of the Manpower Services Commission, but no longer as head of the Open Tech Unit. He was succeeded in 1984 by David Tinsley who has ably continued and extended the work started by George Tolley.

KEVIN BEALE
Secretary
Thames Valley Open Learning Group
PO Box 38
Banbury, Oxon

George Tolley

Old conflict

Sir – On January 3 you reviewed Martin Harrison's critique of our work. He was presented as an academic driven to write in sorrow rather than in anger about the harmful effects we have had upon media studies. In fact, his critique had more direct origins in the conflict between us and ITN.

It emerged from the close contacts which Harrison had with the senior management of ITN, notably with Paul McKee, who has for some years handled its response to us. It was on ITN's suggestion that Harrison undertook the critique and parts of it are a repeat of inaccurate criticisms, originally presented by McKee. Much of the rest of the book is a reprinting of 250 pages of original ITN transcripts.

ITN partly underwrote this research by agreeing to buy several dozen copies of Harrison's book in advance of publication. These were later distributed by ITN's public relations department. As a critique it has the mark of ITN upon it, partly because it misquotes and misrepresents our work and also endorses the crudest media stereotypes – stating, for example, that our work is "no more typical of media studies than 'Red Robbo' (sic) of Longbridge was of trade unionism". In all this Harrison made no effort to contact us, not even to obtain videos of BBC programmes. ITN could only supply sound tapes of its own programmes, so his "TV analysis" is without pictures and doesn't cover the BBC.

The most amusing of the criticisms is Harrison's claim that we have damaged the contacts between academics and broadcasters. This has a hollow ring from one who has established such close and fruitful contacts with ITN.

GREG PHILO
JOHN ELDRIDGE
Glasgow University Media Group

Case distorted

Sir – Readers of Martin Harrison's *TV News: Whose Bias?* will judge the book on its own merits but no thanks to your reviewer, Nigel Andrew (*TES*, January 3).

Andrew reports that Harrison "detects the (Glasgow University Media) group repeatedly overlooking or suppressing evidence which does not fit their thesis, massaging their facts and figures, distorting the record, using imprecise language and methods woefully lacking in scientific rigour". This grossly misrepresents Harrison's case, which does not depend on the detection of a Glasgow conspiracy. Harrison's argument is that the group's evidence is insufficient to bear the weight of our conclusions, not that we have deliberately set out to suppress, massage or distort it.

In his opinion, "ITN coverage seemed in general to be competent, fair and more diverse in its 'frames of explanation' than could ever be guessed from the *Bad News* account." There are grounds here for serious debate, though nothing very new. Your reviewer, on the other hand, who gleefully but mistakenly assumes that Harrison has finally shot the legs from under the Glasgow group, is contributing nothing whatsoever to the dialogue between broadcasting and media studies which he claims to support.

DR HOWARD H DAVIS
Lecturer and member of
Glasgow University Media Group
Eliot College
The University of Kent

Nigel Andrew writes: This is selective vision, Glasgow-style. If Dr. Davis wants to bandy quotations, how about these? "... the Glasgow Group go beyond exaggeration to the further reaches of imaginative hyperbole"; "Far from being scientific the critique is repeatedly and fatally flawed"; "In short, even with more than 800 pages in which to develop and sustain them, the Glasgow conclusions simply do not stand".

I could go on. The whole tenor of Harrison's book is as represented in my short (and, therefore, simplifying) review. Had this been distorted, I am sure I should have heard from the author by now. And I did not *assume* the Group's legs were now shot from under them: that was, God knows, a conditional clause.

Job insecurity

Sir – How pleased I was to read David McNamara's article (*TES* February 14). At last someone is highlighting the fact that many hundreds of teachers predominantly women, are "permanently" working but on short-term contracts, not necessarily renewable.

As Mr McNamara pointed out, how well this suits employers coping with falling school rolls. But how well does it serve the children or the teachers?

I was one of the women trained in the "different educational climate" of the late 1960s and gave up my permanent Scale 2 teaching post to raise my family in 1978. Not having the foresight to envisage the changes in the profession, I saw this as a necessary interruption of my career.

Since then, I have financed myself (to the tune of £700+) to study for a part-time BEd and consequently graduated with first glass honours specializing in a shortage area of primary science and maths. I am at present (and many regard this as an act of lunacy) again financing my study for an MEd.

For the past four years, I have worked for the same authority which initially employed me, first as a casual supply teacher and more recently as a short-term contract teacher, in a total of 35 schools. The experience gained has been invaluable, but the job satisfaction is low.

My authority imposes a policy of total redeployment, that is, unless one is permanent one cannot even apply for any vacant posts. I think I have well indicated my enthusiasm and commitment to teaching but my resources are not endless.

How can employers go on expecting 100 per cent commitment to a school and its pupils when a teacher has no security of the knowledge of even being employed the following term?

The statement by Baroness Platt that women should be allowed to return to their career on a similar footing to that previously held made me feel like crying. Despite extra qualifications, extra teaching experience and the personal experience of raising a family, Baroness, my l.e.a. won't even let me replace a toe on the bottom rung.

ANN HUGHES
3 Gwaun Hyfryd
Mornington Meadows
Caerphilly
Mid-Glamorgan

Family rights

Sir – Am I to assume, from Sir Keith Joseph's new Education Bill which gives parents increased power, control and rights to appraise their children's education, that our students – who spend an initial four years intensively studying, and a would-be lifetime in the practice of education – can acquire extensive educational expertise from simply becoming parents?

Then, perhaps I might more profitably turn my professional attention to the business of how to beget children and to economically effective methods of converting progeny into marketable products for parental consumption.

CHRISTINE WILKIE
Senior lecturer in language,
literacy and educational studies
Bulmershe College of
Higher Education
Earley
Reading

No expense...

Sir – P J Evans asks (*TES*, February 14) whether Enfield's 8p per mile for travelling to parents' evenings can be beaten. For such activities (if or when) West Sussex pays precisely zero: this *must* be the record.

True, there is a working party looking into it, but teacher-members thereof cannot claim travel allowances, and even have to buy their own cup of tea.

MIKE BRAYSHAW
Secretary
West Sussex Federation
NAS/UWT

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Holes in open plan criticism

Sir – Linda Hall's article "Open and Shut Case" (*TES*, February 14) has a charm in its forthright expression of received wisdoms about open plan primary schools. Certainly it airs some commonly held assumptions about primary education method, and is supported by a "pot-pourri" of research and personal experience.

There are, however, one or two basic flaws to the article. The attempt to generalize on such a particular set of evidence does no justice to Dr Hall's own academic background and experience. Such generalizations are no help to rational debate at a time when the need for reasoned and reasonable argument is paramount. Good and bad can be found in all schools throughout the spectrum of types.

The use of literature and research was specious. A more balanced article might have made reference to the work of Maurice Galton, Joan Dear, Len Marsh and Bill Forward. Such selectivity must call into question the ideologies of the author. Unfortunately, the entitlements given to her by your editor give greater credibility to the article than it deserved. As a senior lecturer in "English", Dr Hall still has much to learn about "professional studies". It seems that the paper was generated more by a desire to promote classical teaching styles, than a concern with the actualities of pupils' learning.

It is worth relating this to the points made in *Better Schools* where it is noted with some satisfaction that great progress has been made in the last 30 years in the curriculum and organization of primary schools, that Dr Hall's own "subject" and mathematics are taught in a way which transcends simple skills, and that pupils are encouraged to learn, across the whole curriculum, by active participation rather than by passive reception of facts as rote learning. It is the belief of many educationists that flexible buildings provide the best environment for the achievement of different learning conditions and allow for a repertoire of learning – including class instruction, discussion, group work, and individual programmes of work.

I take exception, on behalf of many colleagues working in open plan primary schools in the vicinity of Bulmershe College, to Dr Hall's dismissiveness of their considerable and excellent achievements in enhancing the quality of children's learning.

RODNEY E KING
General Adviser (Primary Education)
Shire Hall
Shinfield Park
Reading
Berkshire

Team work

Sir – I cannot agree with Linda Hall that open plan schools are of little benefit to children.

The school in which I work, (a hotchpotch of buildings spanning 140 years) has both open plan and traditional teaching areas. Colleagues who have worked in both usually express preference for open plan. They enjoy the challenge of working alongside other teachers. They are stimulated by the increased variety and vitality of the larger teaching units. On returning to a traditional classroom they experience isolation.

Children can gain considerably from being part of an organization where teachers, acting as a team, are willing to pool skills and talents and share ever dwindling resources. Open plan provides a suitable setting for this. It lends itself to co-operation, willingness to learn from others, innovation and forward thinking. These are all qualities very much in demand by present-day society. It is no accident that today's offices and commercial buildings are modelled on this concept.

Of course there are inadequate open plan schools; as there are some poor traditional ones. A combination of ignorance of how children learn and, I suspect, a professional experience more in keeping with designing warehouses and supermarkets than educational establishments, has caused some architects to produce some rather appalling designs. The wonder is that these were ever accepted in the first place! Equally, there are those open plan schools that are well designed, but because of eccentric or ineffective management, or, more likely, lack of funding, are prevented from operating successfully.

P R WILLIAMS
Headteacher
Peakirk Cum Glinton
C E Primary School
Glinton
Peterborough

Design for living

Sir – Linda Hall paints a disturbing picture of what actually happens in open plan schools. Her article made me thankful to be working in an open plan school which is light years away from those described.

I count my blessings that staff and children here are too involved and delighted with day-to-day living and learning, to be affected by Ms Hall's depressing findings. The living and learning goes on in an atmosphere of mutual trust, respect and excellence. The design of a building is but one factor, the others are the relationships within a school and the determined endeavour of teachers to provide an encouraging and enriching curriculum for the children in our professional care. I suggest that Ms Hall might look beyond the design of building for the failures that she describes.

The photograph which accompanied the article certainly gave me cause for alarm. My heart goes out to all children working in unsympathetic environments deliberately constructed by the teachers who work with them.

I would not dispute that Linda Hall has found supporting evidence for Bennett and Neill's reports.

What I would dispute is her suggestion that all open plan schools are disaster areas. I cannot believe this to be a true picture, and she does a disservice to all those teachers who are succeeding in and enjoying working in open plan schools.

R A JEFFRIES
Headteacher
Fair Meadows primary school
Oversetts Road
Newhall
Burton upon Trent
Derbyshire

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.

Shelf life

Sir – Having read the article "Silent service" in the *TES* (January 31) in which the high reputation of Nottinghamshire Education Authority in respect of provision of school library services is justly commended, it is sad, if not appalling, to have to report the following.

Rushcliffe Comprehensive School, West Bridgford, is one of two county schools which is to lose its professional library assistance at the end of this term. Other schools may be similarly threatened. This is as a result of a decision on cuts made at a recent meeting of the education committee.

As a result of this loss of staff, Rushcliffe School library will be closed from Easter until further notice, since its secure and effective use would not be guaranteed.

To the editor of a journal such as yours, there is little need to spell out the consequences of the lack of a library and the many services it provides for all members of the school community.

Staff, pupils, parents and governors are uniting in a fight to restore professional library staff.

A BARKER
Staff governor
Rushcliffe School
West Bridgford
Nottingham

Euro interface

Sir – There seems to be the opinion abroad that the provision made by central government to introduce teaching about the new technologies into schools is adequate if not quite to be commended.

In reality, the funds made available to support, for example the purchase of computer hardware in our secondary schools are derisory in comparison with those provided by government for colleagues across the Channel, our economic competitors.

We in secondary schools stand accused, for we "have not prepared our young people for the working world". How can we? It takes equipment and software and our teachers need to be trained. Our unsupported efforts are indeed beginning to fail.

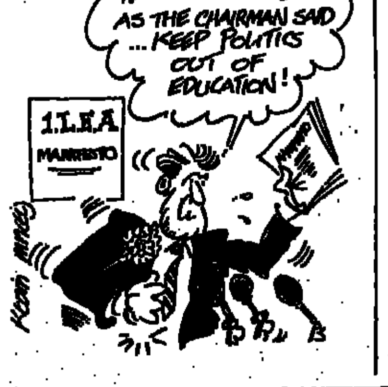
I was recently a member of an EEC study group which spent a week in Munich seeing how the West Germans are tackling the problem of teaching "informatics". In the group there were also headteachers, advisers and ministry officials from France, Holland, Denmark, Italy and Greece and of course we exchanged information.

It would seem that we are ahead of the Greeks, level with the Italians and rapidly falling behind the others. There are fully financed government programmes underway in France, West Germany, Holland and Denmark which are providing schools with some 10 times the equipment that has been made available here. Their teacher training programmes and software development schemes are also far superior to what is on offer at home.

It is true that some of our schools have purchased a fair amount of hardware by raising funds themselves, often with parental support, but many others could not. Much of our teacher training is in fact self-taught or "learning from colleagues", while our software production is at best self-help and haphazard.

We were away to a good start in this field because of the goodwill and initiative of our teachers, but we who manage schools know goodwill is now exhausted and that initiative cannot flourish when morale is low. Perhaps it is significant that teachers' salaries are generally half as much again in those countries that are surging past us.

R HASLAM
Headmaster
High School
Settle
N Yorks



Low key

Sir – The Northern Examining Association is proposing to keep keyboard communication (typing) and office studies as second-class subjects in schools. The recently published proposed GCSE syllabuses limit the maximum possible grade to C. So much for the exam for all!

In the rapidly changing world of modern office equipment and computer communication, these subjects are becoming increasingly relevant and important. Future employers will be given a choice between lower-C ability pupils taught in these subjects or higher-ability pupils who cannot use a keyboard effectively and have no knowledge of office procedures.

Other examination boards, such as the RSA, offer exacting, demanding syllabuses and examinations in these subjects. I am very disappointed that the NEA has been unable to do the same.

I see no reason why pupils in the north of England should be disadvantaged in this manner and I would be very pleased to hear of other examining boards which treat these subjects more seriously.

C MONAGHAN
19 Rowley Bank
Castleside
Consett Co Durham

Full report

Sir – It was something of a surprise to see in the February 21 edition of *The TES* an article entitled "Eastern Promise" being ascribed to Mr Yaseen and myself (even though you spelt my name wrongly!). As far as Mr Yaseen and I were aware, the features editor was still awaiting our approval of the edited draft of our original article.

We are extremely angry that the features editor jumped the gun, and printed an edited version of our article of which we do not approve. We wish your readers to know why we disapprove of the version that appeared in print, and also provide an insight into how seemingly innocent editorializing can give a very different impression as well as change the thrust of an article.

The title of our original article was purely descriptive, "The Case For Islamic Studies" which became transformed into "Eastern Promise", a phrase your features editor should know from reading the literature on racism, has racist and sexist connotations. As for the phrase "intellectual racism", which appears in bold type in the introduction, it is not one to be found anywhere in the literature about racism. Then again, there is nothing particularly intellectual about racism. The examples we cited in our article were largely of cultural and institutional racism.

Before *The TES* altered it, our article was a thoroughly documented, closely argued, academic article. The editing rendered it a piece of unverified opinion. None of the 20 references was included, probably due to space, but superscript numbers in the text could still have been used to indicate references existed without necessarily publishing them. Personally we are of the opinion that teachers would have welcomed the references as resources for further investigation.

The way topics were allocated to O and A levels was not what we wrote in our original text. We indicated clearly that certain topics were to be studied, first at O and then in greater depth at A level.

The last paragraph of our article was originally a quote from Professor Watt, a leading Arabist who did lend weight to our arguments, but that was cut out. Even the designations of the authors, which are usually included, were missing, giving the readers the impression that two ordinary individuals off the street were giving their opinions. The reality is that I am press officer for the Minority Ethnic Teachers Association and also co-director of Equal Chance company which trains people in sex and race discrimination legislation. Mr Yaseen is the secretary of the Muslim Education Council of Scotland. Does that not place our article in a different light?

All in all, *The TES* not only insulted Mr Yaseen and myself by what they printed without awaiting approval of the final text that was being negotiated, but also marginalized and trivialized the arguments we presented in our original article by the way it was edited and jazzed up. I am sure your readers suffered most by being deprived of the opportunity of reading the well documented, closely argued original.

SHAHID ASHRIF and
MOEEN YASEEN
131 Rockmount Avenue
Glasgow G46 7DR

We apologize for spelling Mr Ashrif's name wrongly and for failing to include the names of the authors' organizations – Editor.

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Hitting home

JIM SMITH

Every school must face the problem of ensuring that information intended for parents actually reaches them. A quick survey within our own school confirmed the suspicion that this was far from the case.

Admittedly these snippets of information were being issued far too frequently, sometimes twice or thrice a week, and our pupils (or unpaid postmen) were proving far from reliable. Too often that important message was found lying discarded in the playground, having first adopted an unmistakable aeronautic appearance. Presumably the pupils (or unofficial censors) had given the message a cursory glance and concluded that this was one gem of information that their parents could well do without.

Even messages that successfully arrived in the home did not of necessity get passed to the reader for whom they were intended. Many parents spoke with frustration of finding letters from school lying forgotten at the bottom of school bags or between the pages of an exercise book.

With the encouragement and support of our Parents' Association, we determined to solve this problem. It was decided that for a trial period a weekly bulletin would be issued to all parents. That this bulletin would be sent out on the same day each week, so that those parents would know when to look out for it.

An initial fear that there would be some weeks when there was too little to communicate has proved groundless. Indeed, the existence of the bulletin has encouraged the teaching staff to pass on more information and make more requests. Without the bulletin this communication would not have taken place.

While I will never be convinced that every single bulletin arrives in the home, I am now more confident of our success rate. The sight of a Weekly Bulletin lying discarded within the school, is very rare indeed.

Glancing back at the bulletins that have been issued over the last year, they certainly have not been lacking in variety. They include:

☐ details of sponsored and charity events, theatre visits, family outings, musical and dramatic productions;
☐ appeals for help, whether toward the completion of our Domesday project, or self-help building scheme, or items for a jumble sale or an old boot for our art room!
☐ results of examinations and sports day, plus a variety of other competitions entered;
☐ an explanation of new items within the curriculum, extra-curricular opportunities available and new examinations in the offing;
☐ even the harsh reality of industrial action seems softened when read within the context of the bulletin.

So what of the consumer? What does the parent think of the Weekly Bulletin? Last month the readers were invited to comment upon the success of the venture, highlighting any strengths or weaknesses and giving any suggestions for improvement.

Over 300 written replies were received and every single one echoed the advice: "Keep it Going!". The initial reasons behind the introduction of the bulletin were confirmed and endorsed by the parents, with such comments as:

"I know when to expect it – same day each week, once a week;"

"All the events are brought together on one sheet;"

"Less likely to be 'lost' by children than small notes"

In addition it was evident that there was a bonus, additional advantages over and above those originally intended.

"It keeps you in touch with the activities of the whole school, whether your family are involved or not;"

"I now feel better informed, knowing much more about the school activities than ever before;"

"It provides another 'talking point' with my child;"

and perhaps most important of all:

"I now feel part of the school."

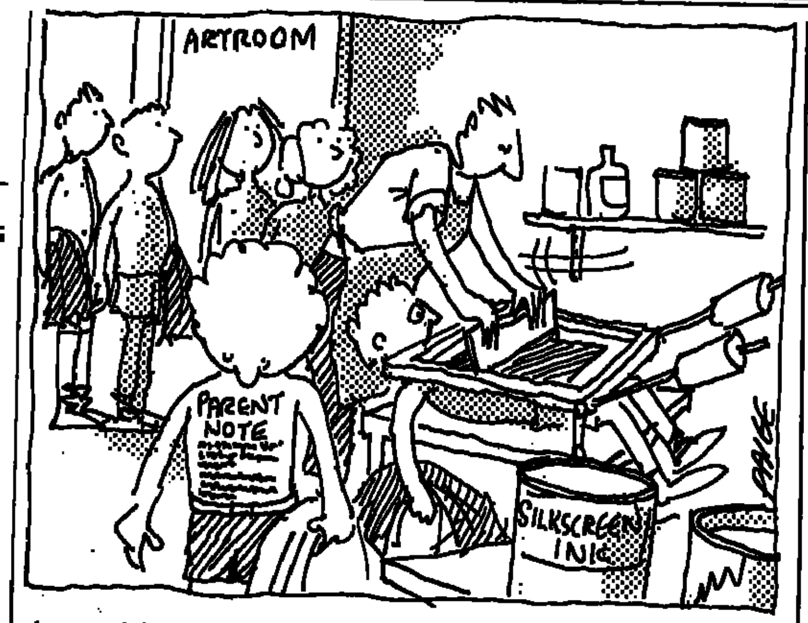
The main strength of the bulletin was seen as its informality, and while no one liked the "bad news", such as industrial action, they would prefer to receive it in this form rather than any other. All suggestions for improvement were additions to those items already listed, for example a parents' spot for the sale of unwanted bicycles, uniform etc.

So it would seem that the weekly bulletin must become a regular feature of the school. Effort is involved, but that effort is appreciated.

"Just keep up with the good work – and thanks to all involved – after all it all takes time to collate."

Perhaps those paper aeroplanes have been grounded for good!

Jim Smith is Head of the Allertonshire School, Northallerton.



Assessment on the cheap

SHAN OAKES

I have recently received from the Northern Examining Association a trial marking "booklet" containing photocopied essays written by candidates for the Joint GCE O-level and CSE Examination in English, Syllabus B.

I am expected to mark these and give them grades between O-level A+ and CSE 5 and then discuss with my colleagues the criteria I have used in reaching these decisions.

The "booklet" of sample essays runs to one hundred and eighty-three sides of A4 – mostly handwritten text. The work of six candidates is represented by five assignments apiece – thirty essays, the equivalent of about five hours' marking. Since September I have had to undertake this task three times.

As a scale one teacher I am timetabled for twenty-four hours of teaching each week and the "free" time left on my timetable amounts to less than five hours even when I do not have to cover for absent colleagues.

Calling it "free" time is a misnomer, because one is perpetually struggling to keep up with the ordinary marking and preparation for lessons, along with administrative and pastoral matters, for which a scale one teacher has considerable responsibility.

It should also be pointed out that, as a department, we do not have any space on the timetable allocated for us to meet. Hence, issues such as standardisation of grade-related criteria have to be dealt with outside school time and this kind of discussion, by its very nature, is a lengthy process if it is to be effective at all.

I would, therefore, suggest that this method of standardisation of assessment is ungainly, and time-consuming. If the examination boards were paying teachers a realistic hourly rate for the time necessary for grading the trial essays, and discussing how grades have been arrived at (and there is often much disagreement), then the examination boards would, I am sure, find an alternative method.

Teachers already work flat-out with very little time in school to do anything other than actually teach. It is unreasonable to expect them to fit yet more work into no time. In other jobs, work unfinished today waits until it can be done – sometimes for several months. Teachers' work comes clamouring into the classroom in fresh batches of thirty every thirty-five minutes.

The total time put into this assessment procedure will amount to more than twenty-five hours of "overtime work" for which I shall receive £12 (80 pence per candidate).

Apart from the fact that teachers do not have any time in which to do this extra, and extremely tedious, work, why should they do it for the pence they are paid for it, when they are not paid properly for their teaching? My own annual salary, as form tutor and teacher with five years experience is £8280.

If it is decided that internal assessment is fairest for the students, then it must also be recognised that to be fair to the teachers they must have lighter teaching loads (as they do in other countries) and supply cover must be provided to take the classes of teachers involved in standardisation meetings – whether internal or external.

Internal assessment saves the examination boards a great deal of money, but, like many other aspects of education in the present climate, at the teachers' expense.

Shan Oakes teaches at Beverley High School, North Humberside.

Uncaring unions

BILL SAMUEL

After a stubborn impasse of nearly one year, the teachers unions have again lacked unity in achieving a settlement with the lower paid in mind.

The unions have a history of ineptitude in safeguarding the interests of the classroom teacher. The teachers themselves lack common sense, or they would not have tolerated that ancient monstrosity, the teachers salary scale, for so long.

In the meantime, headmasters have raced ahead in the financial stakes. It is possible in a large comprehensive school for him to earn three times the salary of a classroom teacher, and also for his pension to be bigger than a Scale 2 teacher on maximum salary.

The Unions have clearly lost sympathy for those who occupy the classrooms, and continue with an unhindered passion to improve the lot of those who distance themselves from the actual job of teaching of children.

While union leaders and the hierarchy of the large comprehensives earn fabulous salaries, many of the classroom teachers receive a pittance in comparison.

Many young teachers earn £50 a week less than the average national wage for the country. A teacher on Scale 1 must devote 12 years of service before attaining the average national wage. It is quite evident that the unions have no compassion at all for the lower scale teacher, particularly those unions who want a blanket increase again.

Any teacher worth his or her salt need not be afraid of accountability, but the weak director of education, HMI, l.e.a. advisor, headmaster, head of department and classroom teacher have every reason to tremble at its introduction, providing the change is a genuine one, and not only directed at those who occupy the classroom.

There is one thing for sure, teachers unions would be first on my list to be accountable and teachers' salaries would be first on the list of priorities.

Spare a thought for those teachers who recently retired on Scale 1, destined to spend retirement penny pinching because of the uncaring and feeble teachers unions. A lump sum of £13,000 and an annual pension of £4500 after a life time of paying 6 per cent of their salary towards the great promised golden handshake after 40 years of service, while the poor academic failures – policemen, gas fitters, electricians, plumbers – are laughing all the way to the bank.

I started teaching when I was 30, and spent 16 years on Scale 1. With the advent of secondary education I was promoted to Scale 3, 4, and 5, and now as a retired teacher it saddens me to discover that the welfare of the poorly paid young teacher is still not foremost in the unions' minds.

Bill Samuel recently retired as head of a comprehensive school.

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Points of no return

CHRIS BOWES

The most dramatic side-effect of the current dispute is that most of us have seen that many of the hours given to our jobs are not directly concerned with teaching children. We have also come to realize the detrimental effect these extra hours have on our health, tempers and teaching effectiveness.

The fact that we feel much better simply by being out of school at lunchtimes will have surprised more than just me. Even more significantly, the ban on after-school activities has shown just how far these commitments have been insinuated into our lives.

Now all has been revealed: the lost hours, the tiredness and most important of all the fact that schools and departments function perfectly well without them.

Both we and our pupils benefit by our using our off-duty hours for our own benefit. Some us have been able to take up new interests or revive activities which we had previously sacrificed. Others will have revitalized their family lives or simply relearned how to relax. Others will, unfortunately, have had to use the time to supplement their incomes.

Even in the unlikely event of teachers' salaries being restored to an acceptable level, there will never be a universal return to teachers working the unrealistic hours that were the norm up to the start of the 1985 dispute and the needs of both ourselves and our pupils would not be best served if there were.

Time alone will tell but it seems to me that there will be two consequences. First, the length of the teachers' day will be greatly reduced. We have all seen now that meetings held after school hours are unnecessary, and inefficient.

We have developed alternative and more efficient methods. Information can be circulated by means of suitable documents and collective decisions can be made by means of consultations within normal school hours.

In some cases, the action has produced benefits. The lack of parents' evenings has caused many schools to contact those parents who need to be consulted about their offspring instead of giving blanket consultations. In many cases, these are the parents whom we do not normally see at parents' evenings. The net result has been the development of a more professional and efficient approach to parental consultation.

There may be some casualties. Out-of-school activities which are heavily subsidized by staff time, such as drama, music and sports, could be at risk. Already we are seeing new colleagues and new pupils who have never been involved in extracurricular activities.

I have often heard teachers suggest that the very existence of their departments is threatened if they do not put in a considerable number of extra hours to train sports teams or performers. But is this risk a reality? I personally doubt it. Does society place so little value on sport, music, dance and theatre that they can only be tolerated if teachers are prepared to subsidize their development unpaid and in their own time?

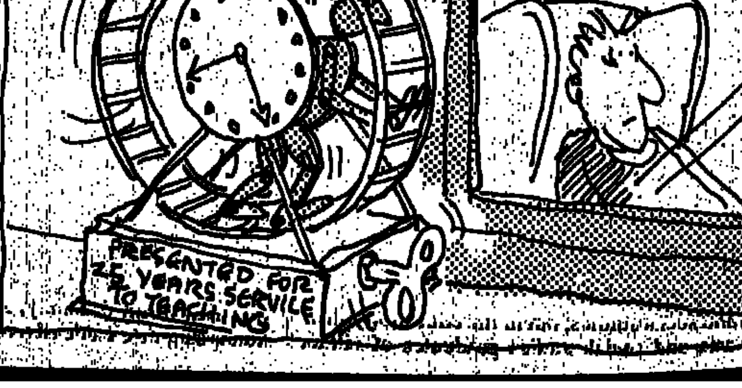
If supply of new talent dries up, society will soon find itself forced into paying those with the skills to tutor the next generation of entertainers and sports stars very substantial sums for their expertise.

Already I hear cries of "heresy". Some will doubtless try to persuade us, or a gullible public, that any reduction of our working hours to a sensible norm will be an abdication of "professional responsibility".

Most of us are given but a finite amount of creative energy. In many cases, we have tended to exhaust this energy on child-centred activities without allowing ourselves time to recharge our own batteries in the company of fellow adults. By so doing are we not in danger of burning ourselves out prematurely? For many of us has this not, even if only in times of major effort, been at the expense of our normal class teaching? Surely what can be a more important professional duty than making sure we are actually fully fit and rested to confront our classes each day?

Perhaps we may find when these bitter disputes are all over that the real gain will not only be in cash but more importantly in the quality of our lives and the possibility that we can have an expectation of actually lasting long enough to enjoy retirement.

Chris Bowes teaches science and technology at Hayfield comprehensive, Doncaster.



FEATURES

The shift must start in the schools

Sir Keith Joseph has called for "reasoned discussion and argument" about his (much criticized) Green Paper on Higher Education into the 1990s. "You could help me best by persuading the tax-paying public that their money spent by the universities is well spent and that extra would be a sound investment." Michael Brock, Warden of Nuffield College, Oxford, has taken up the invitation, and we print here extracts from his response to Sir Keith.

The trough which has followed the soaring and extravagant hopes about higher education entertained in the 1950s and 1960s is no more comfortable for you than for us. The Government's main concern is "the evidence that the societies of our competitors are producing, and plan in the future to produce, more qualified scientists, engineers, technologists and technicians than the United Kingdom." This leads the Goverment to believe "that it is vital for our higher education to contribute more effectively to the performance of the economy". It is your main aim, to promote a "modest shift within British higher education in favour of science and technology".

Everyone shares the concern; but what are the grounds for the inferences drawn from it? Why should defects in our economy be attributed to inadequate support from the higher education system? The fullest comparative analysis is the one by S J Prais, in which the British and West German educational systems are compared for their effects on the labour force. Dr Prais did not locate the crucial superiority of the German system as falling within higher education at all. "The essential difference between Britain and Germany," he wrote, "lies not in the proportions with university degrees (or their equivalents), but in the proportions with intermediate qualifications ... The greater part of the German workforce – 60 per cent – falls into this intermediate category, compared with only 30 per cent in Britain. The proportion of the workforce *without* vocational qualifications is correspondingly greater in Britain."

In the education of science graduates Britain did not lag behind West Germany. In those fields the British graduates of 1976 outnumbered the German, Germany led by 5,600 in engineering and technology, Britain by 12,600 in science . . . The position has not changed materially since Dr Prais wrote. By the latest figures, 34 per cent of UK graduates are in science and engineering, against 22 per cent in Japan and 18 per cent in both Germany and the USA. . .

The call for the "modest shift" seems to rest partly on a dubious classification of degree courses. According to the Green Paper, the ability of an economy "to develop the talents of entrepreneurs and to support their achievements" depends on the production of "more qualified scientists, engineers, technologists and technicians": the supply of "highly qualified manpower" depends on persuading "more youngsters to opt for these relevant subjects", that is, for "courses of study of particular value to business". When the notion of "relevant" degree

> *"When have the universities shown themselves unable or unwilling to provide enough places in science and technology?"*

studies was first mooted by student radicals some 15 years ago there was no doubt that it needed to be enlarged and refined. Now that it has been reproduced in the Green Paper it still seems susceptible to these processes. In the first place, it is not clear why large areas of social studies should be regarded as less "relevant" to the world of business than scientific or technological study. The importance for the intending entrepreneur or manager of the knowledge, and the habits of thought, acquired by rigorous degree work in such subjects as economics, law, industrial relations, and industrial sociology, is surely beyond dispute. Secondly, it would be mistaken to under-rate the *indirect* vocational value of many degree courses which do not seem vocational at first sight. . .

The similarities between Britain and West Germany in output of graduates were outlined above. There is, however, one significant difference. All German graduates will have pursued studies in the maths/science group for the *abitur* until the age of 19. The two higher education systems differ essentially, not in the proportion achieving degrees in science and technology, nor in the nature of the two sets of degree courses in arts and social studies, but in the education which the arts and social studies graduates of either country will have received *before* they embark on degree work.

The propositions about British economic ills which underlie the Green Paper are thus open to question. Nonetheless the case for vigorous efforts to sustain science and technology in higher education is extremely strong. If a "modest shift" towards those studies had been the prospect, there might have been more than one view about the priority to be accorded to it. This is not the prospect, however. In British higher education we are threatened with a drift away from these subjects. "The increased numbers of science and technology places in public sector institutions planned . . . for . . . 1984–85 . . . have not been fully taken up" according to the Green Paper. To check this drift will be of the utmost importance and extremely difficult. In these fields there cannot be enough applicants for degree courses if there are too few good teachers in the schools. In 1984 30 per cent of those teaching physics, and 26 per cent of those teaching mathematics, held no qualification in those subjects. At February 5, 1986 the maths and science PGCE entry for secondary school teaching was 30 per cent down on last year's entry at the corresponding date (and last year's figures already showed a decline). The figures for particular subjects are as bad as the aggregated total, chemistry being down by nearly 35 per cent, computing (where the numbers are very small) by 54 per cent, maths by 26 per cent, and physics by 29 per cent. According to recent reports, the graduate physicists entering teaching now represent only a third of those leaving the profession.

> *"There is a shortage of applicants in these subjects because this is both the only leading country in which a majority of 16-year-olds leave full-time education at that age, and the only one in which the choice against maths and physics may be made at 15 or even younger."*

In the Green Paper these shortages, present and prospective, in "appropriately qualified manpower" seem to be attributed to "inflexibility" in higher education, and to the universities' insufficient "ability to adapt to change". The grounds for this criticism are not clear. When have the universities shown themselves unable or unwilling to provide enough places in science and technology? The record surely shows that they provided these places in the 1950s and 1960s until they were deterred by empty benches in the laboratories. . . .

Undeniably overcoming this disability requires, in the words of the Green Paper, "action at the school level". In Britain institutions of higher education admit, in every subject, those applicants who are judged most likely to benefit themselves and their fellows by doing a degree course . . . . If an increase in the qualified applicants for "technological and directly vocational degree courses" could be achieved, the "modest shift" in higher education towards science and technology would follow almost automatically.

This shortage of applicants in science and technology results from the British system of early specialization combined with short, intensive honours degree courses. This system includes admirable features; but against them must be set a most serious drawback. Unless very careful counter-measures are taken, it is biased against science and technology. The answer lies in this bias in our system. It is not that British 16-year-olds are unaware of employment prospects . . . There is a shortage of applicants in these subjects in Britain because this is both the only leading industrial country in which a majority of 16-year-olds leave full-time education at that age, and the only one in which the choice against maths and physics may be made at 15 or even younger. . .

If British academics dislike premature specialization, we may be asked, why do they retain university entrance requirements which promote it? The first reason is encapsulated in the Government's policy of raising degree standards without any lengthening of courses. In some honours courses if this is to be done there must be substantial reliance on what has been learned in the sixth form. Secondly, sixth-form specialization is supported at least as much by competition for university places as by university "course requirements". Declarations in favour of broader sixth form studies make little difference. Whatever is said, most aspirants for university places, and most of those who advise them, believe that the last word in selection will lie with the specialist in their intended degree subject . . .

The measures required in the secondary sector to arrest the drift from science and technology were set out authoritatively in the Dainton Report in 1968; and there is no call for me to enlarge on them. There is an urgent need for "introductory courses of the highest quality in science and maths for younger pupils", and for "positive and strong incentives to recruitment of more graduates of high ability to science teaching." Very large gains could be obtained from such measures, especially among girls. . . .

Where choices for higher education are concerned the Government brandishes both stick and carrot. The first is represented by the policy of putting arts provision "for the most part" in the university sector. I am not expert enough to be able to interpret what this may entail for the public sector of higher education . . . But the Government should remember what the effects of very "uneven" competition could be. Nothing would be more disabling for the technology departments of an institution than a reputation as "academic ghettos", the parts of the institution where its high standards in admission and degree work scarcely applied.

The "carrot" is represented by the repeated references in the Green Paper to possible financial inducements for study in science or technology: "reform of the system of student support from public funds," we read, "could . . . increase the incentive for students to consider more carefully their choice of degree subjects". The abandonment of the consultative paper on student support makes otiose any but the most general comment on this possibility. If financial inducements in choice of degree subject are in question, an adjustment in the degree student's grant does not look like the crux. The most effective measure would surely be the payment of a modest, severely means-tested maintenance grant to those of the 16–18 age group who were staying in full time education, and following a programme which included study for at least one A level in the maths-science group. In view of the potential value of such work to the country it would seem reasonable to put those doing it on a par financially with the young people on the Youth Training Scheme. Some reduction in unemployment benefit paid might presumably be offset against the cost of such grants. The difficulty of achieving arrangements whereby fifth-formers from working class homes stay at school and realize their full potential hardly needs to be stressed. . .

The object of such measures would not be to induce schoolboys and girls who had been thinking of specializing in arts to go to the other end of the spectrum and to embark on a specialized course in maths or science. It would rather be to draw some of those inclined to arts towards a middle way. There is evidence that such a movement would be welcome, not only to the Government and to higher education authorities, but to many of those who were actually facing these choices. The proportion of sixth formers who resist the pressures of the system towards complete specialization has been growing. Between 1977 and 1982 those gaining university places with arts A levels fell by nearly 18 per cent while the corresponding science figure rose by more than 8 per cent; but those entering with mixed A levels increased by 15 per cent.

In 1982 11 per cent of the four-A-level candidates, and nearly 9 per cent of those with three A levels, who were accepted for science, technology, and engineering courses in universities held A levels in both maths/science and arts/social studies. In higher education there has been a corresponding growth of bipartite or modular degree courses, such as engineering and economics, where only one of the components lies in the natural sciences. In the universities at least there seems to be no problem about the quality of the applicants for these courses. . .

It would therefore be essential, in any attempt to influence choice of subject by financial inducements, that they should be offered to those studying for "mixed A levels", or for "mixed course" degrees. They should not be offered merely on the strength of an AS level subject in maths or science, desirable though it is that the new AS levels should be widely used. . . .

The measures discussed would be designed to check a dangerous drift in the short term. The Vice-Chancellors call for a "fundamental reappraisal of the sixth-form curriculum in the whole United Kingdom" rests on strong grounds. If such a reappraisal is to be made convincing, however, there has to be a prospect, for the longer term at least, that the Government will contemplate a lengthening of *some* degree courses . . . It is to be hoped that the Government will institute a thorough investigation of possible policies for delaying the choice of subjects for study in British schools. The inquiry shuold be concerned with the effects of the adoption of any such policy on the whole pattern of Britain's post-16 education. It should not be confined to the impact of a new sixth form pattern on the higher education system, since many sixth-formers do not go on to higher education; and, if the Government's plans prove effective, this number will increase.

It would be faint-hearted to suppose that, even in the long run, no more can be achieved than to prevent a deterioration from the existing position. What would be the effects on the higher education system of a "modest shift . . . in favour of science and technology"? According to the 1982–83 figures in Tables 3 and 4 of the Green Paper, Annex B, the total annual cost of university students in science, technology, and engineering exceeded that of arts students by 75 per cent on average, while in polytechnics the recurrent annual cost of the first group exceeded that of the second by an average of 45 per cent. Moreover, the premature retirement schemes of 1981–84, led, in the Comptroller and Auditor General's words, not only to "a sharp deterioration in university student:staff ratios", but to "a greater then average reduction in posts in engineering, technology, mathematics and computer sciences, which it had been the intention to protect." Thus the university departments which would be asked to receive the extra students are the very ones rendered least capable of doing so.

> *"The most effective measures would surely be the payment of a modest grant to those of the 16–18 age-group who were staying on in public education."*

The ills which form the principal theme of the Green Paper, and of these comments, cannot be cured without some extra expenditure. In the short run much of this would probably be needed in the secondary, rather than the higher education, sector; but, if the "modest shift" to science and technology is to be achieved without a fall in degree standards, there will have to be better, and more consistent, funding in higher education too. . . .

Why should the taxpayer agree to pay for more science and technology places in higher education when he is told that the existing places "have not been fully taken up"? Is it even plausible to call for a "modest shift" to science and technology, coupled with a rise in degree standards, during a period of decreasing and fluctuating funding? We need a convincing set of plans to remove the greatest defect in British post-16 education. It is not difficult to establish that British universities are admired the world over, and that their costs per graduate educated are very low by international standards. For the taxpayers this is not enough: they question whether higher education is yet delivering all the goods which are needed most. If it could only be shown that effective plans for post-16 education had been made and agreed, people would surely recognize "that extra would be a sound investment".

Last week Mrs Thatcher once again revived the radical idea that will not lie down and die – giving vouchers for parents to spend at any school of their choice.
Kent was the county that got furthest in investigating a practical voucher scheme after the Tory victory of 1979. Here Bill Petty, Kent's education officer at the time, describes the snags that sank the scheme.
And John Sturt, a Devon head, argues that even the existing level of parental choice can neuter good schools.

Cuts into vouchers won't go

If one has held a senior post in Kent's education service, the subject of educational vouchers frequently arises in conversation. "Wasn't Kent the county which introduced vouchers?" Or "Wasn't it Kent which tried out vouchers and found they couldn't work?" Or "Wasn't Kent the county 'they' stopped from introducing vouchers?"

In fact, vouchers were not tried out in Kent or anywhere else in the United Kingdom. Kent employed a research officer, debated the issue on several occasions and carried out a study in the Ashford area, which produced interesting factual information about parental views and choices. But it did not introduce a scheme.

When people go on to ask: "But what do *you* think of a voucher scheme?", the blunt response has to be: "What sort of a voucher scheme have you in mind?". The fact is that voucher schemes, and the motives of their supporters, vary. Some see vouchers as a way of giving parents more choice in maintained schools, others as a form of money which would assist parents who wished to send their children to independent schools.

Indeed, some supporters of the voucher concept visualized all schools becoming independent (or rather dependent on parents spending their vouchers on them), although in my view they did not apply themselves to the practical questions involved in such a development.

My own advice was that, despite the obvious difficulties – of which my chief education officer colleagues gleefully reminded me – there was a case for a controlled experiment, given the public and political interest which was being shown. The experiment should, however, start in a simple form.

Vouchers should first be used in one area as a means of allowing a choice of maintained schools in that area. If this proved to be successful – if, for example, it was less cumbersome than other methods of choice – it could be extended to other areas. Consideration could then be given to attaching a money value to the voucher.

This value could be subsequently increased, again subject to the success of the scheme. In other words clear, separate steps would be taken, and, if things were going wrong, a speedy halt could be called without damage being done. This was careful and cautious, but care and caution are vital in schemes affecting the real education of real children.

As far as using vouchers to help parents to meet the cost of independent school fees was concerned, this could be viewed as a political issue for national rather than local decision. There were other methods of giving the help, some of which were totally under the control of Central Government, such as tax concessions. (In the event, of course, the Government chose the assisted places scheme.)

The activity in Kent delighted my fellow CEOs. If they were under local political pressure about "vouchers", they could – and did – rightly say "Let's wait and see how they get on in Kent."

There were, in fact, some fundamental problems. What would parents do with their vouchers? How many would lose them or say they had not received them? And how should consequential complications be dealt with? What would those parents who had sent their children to a school deliberately because it was small say when the mobile classrooms began to arrive and the school began to be no longer a small school? What were their rights? How would the governors of an aided school react, with their particular responsibilities and powers?

An even bigger difficulty for a local scheme soon appeared. While political pressures for some form of voucher scheme were increasing, other pressures were appearing. There was the pressure to contain expenditure on education, and there was the Government's decision to interfere in the financing of local government in new and imaginative ways. One of the latter was the tendency to punish most severely those local education authorities which had followed the Government's financial lead – which were often the very ones most likely to be interested in voucher schemes.

These pressures manifested themselves in a hard drive for a reduction in school accommodation and staff, so as to maximize the savings made possible by the falling birthrate. And a hard drive of this kind cut across one of the main requirements of a voucher scheme, flexibility of accommodation and staffing. The reduction in the school population was, of course, now making this flexibility possible.

Assume that there are five schools in an area. Each school has accommodation for 100 pupils and is full. The school population then declines by 100 pupils, leaving a total accommodation requirement for 400 pupils.

Under a voucher scheme every advantage lies with keeping five schools, "mothballing" rooms and preserving mobile classrooms. Under an economy scheme the obvious policy is to close one school, using the spare places at the other four schools for the displaced pupils and providing four schools, all full, for 400 pupils.

But this policy, at a stroke, removes the voucher choice completely for the school which has been closed, and makes its success at the other four depend on the parents' use of their vouchers fitting in with the accommodation now available.

The sad truth is that the closure of school accommodation is the simplest way of denying parental choice either by vouchers or by other means. This fact, however, produces a rich area of disagreement and confusion. There has been, for example, much rehearsal of the disadvantages of "small schools": tiny peer groups; classes which incorporate several age-groups; secondary schools offering an unduly limited number of subjects and options; the uneconomic use of resources.

But, in terms of vouchers and parental choice, all such considerations are irrelevant. The basic issue is the one of choice, and, if a parent wishes his child to attend a particular school because it is a Church school, or because it is in a village and not in a town, or simply because it is a very small school, that factor outweighs all the others.

In present circumstances, however, the cost argument tends to win. Those struggling with intractable budgets can feel themselves compelled to give priority to cost arguments. This is no doubt why some who had been viewed as supporters of vouchers began to whisper: "Of course a voucher couldn't be used, if the accommodation were not available."

It had always been recognized that lack of space at a particular school might be a problem which had to be faced, but it had also been felt that the vast majority, if not all, cases could be dealt with – given a substantial amount of spare accommodation. Removing that space destroyed one of the main bases of the voucher concept.

Any issue arousing strong political feelings and being well aired in the Press is likely to produce personality clashes, "words in ears", meetings which haven't taken place, "misunderstandings" and all the spicier and more entertaining aspects of government. In Kent, the opponents of vouchers received an unexpected bonus from an active supporter of vouchers who wrote to the Press attacking cricket, apparently unaware of the fondness which many Kent county councillors had for that game ("I say, are you sure that these voucher people are really sound?").

More mundane influences, however, tend to be the decisive ones in matters of this kind. To place one foot on a horse called Vouchers and the other on a horse called Economy would be to take a stance which could not be maintained for long with any comfort.

To mount Vouchers alone might mean being on a horse which couldn't run. To choose Economy would mean a ride on a horse which, although it might buck somewhat, was sturdy and well-tried and going in one clear direction – and meanwhile Vouchers could be comforted as it was led back to the stable.

Bill Petty was formerly county education officer for Kent

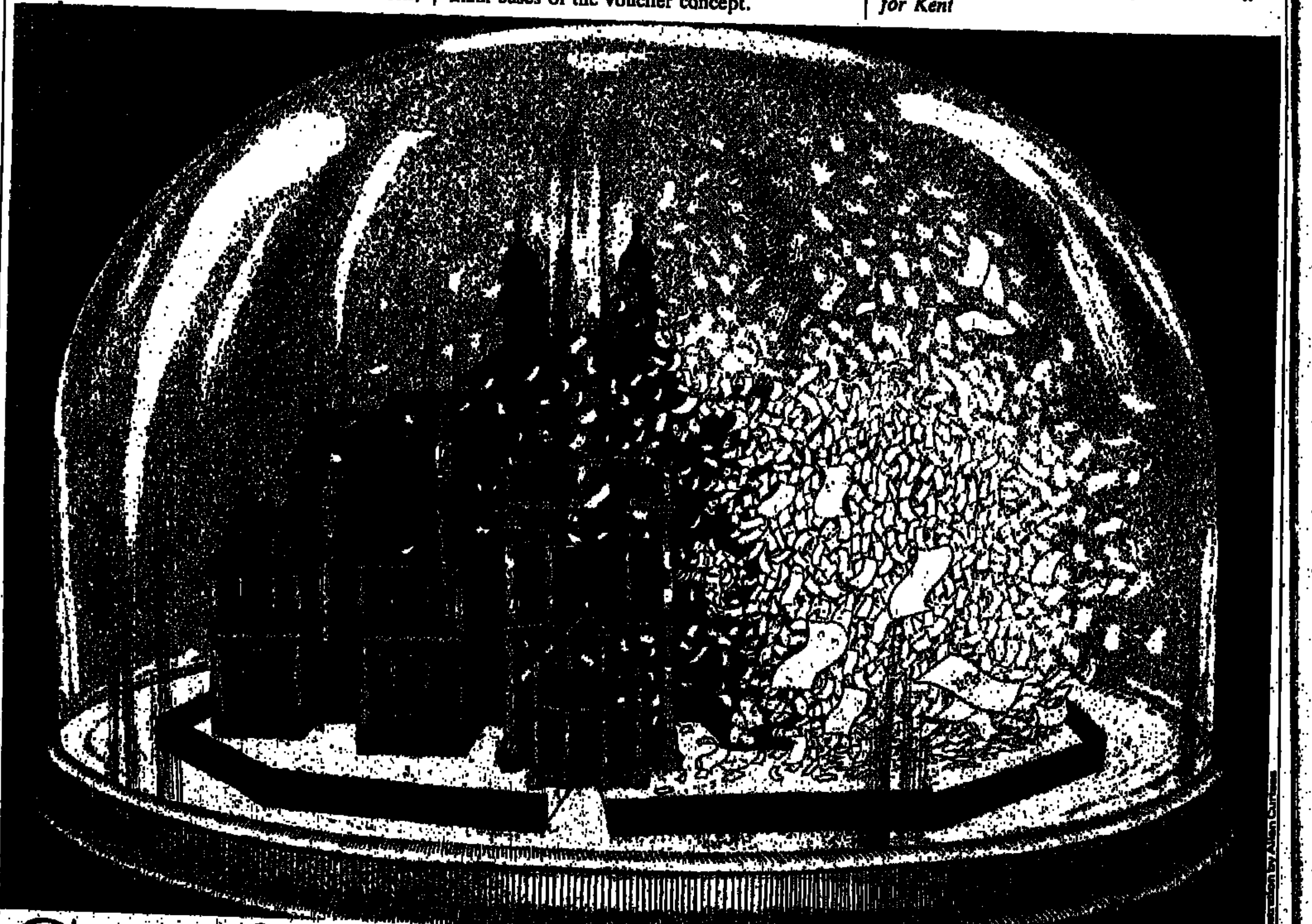


Illustration by Allen Curtis

Spoilt for choice

In theory the case for parental choice is irresistible. The parents are the paying customers, even in the maintained sector, and should have the education they approve of. The competition engendered is a spur to achievement and cuts through complacency. This way good schools will flourish; bad schools will wither or change. It is all self-evident.

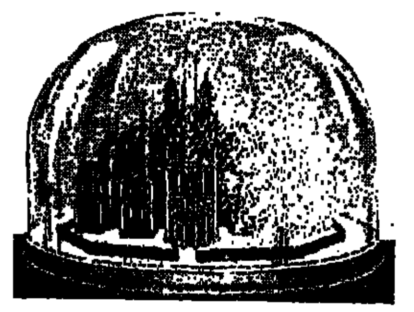
But with education, whenever you find something that seems inarguably obvious it generally means you have fallen into a trap. Parental choice sounds like a harmless selection between two or three schools by a few families that are prepared to take the trouble. In fact, especially with falling rolls, that is the least of what it means.

It will lead, and was no doubt meant to lead, to the steering of populist courses in educational practice. This may seem endearingly democratic; but parliament, you may notice, is careful not to accord to the populist arena of referendum any decisions that really matter.

Such choice, in the present circumstances, will surely lead us towards the American model of community-led curriculum and community-led school organization which have proved neither successful nor enriching; and towards a European model in which headteachers are only the administrators of local policies, have no hand in choosing staff and can exercise no leadership outside the day-to-day routine and time-tabling. Of course in this way you have the chance of getting rid of the very worst schools, but you also face the certainty of neutering those of quality and originality.

I ought to make it clear that parental involvement in all school affairs should be welcomed and is healthy. Most schools are proud to be able to show parents what they are doing, welcome parental help, respect parental opinion, enjoy parental co-operation.

Parent governors are the most important kind, in my book, and parent-teacher accord is of the



highest value. The lines that limit parental influence have largely been drawn by historical accident, but mostly they work well.

I will cheerfully answer to parents for the quality of the educational experience that is provided for their children as long as they let me do it my way. Their views on what to value, what to insist on and how to achieve things will be valued; but it has to be by the collective judgements of my staff and myself that we actually proceed.

It is an extraordinary fact that, however enlightened the choice of individual parents may be, the weight of collective parental opinion leans always one way. It must be to do with hankering back to their own school days, and for the values remembered from their youth.

Looking back on a long career in education, it seems to me that most advances have been made by resisting parental pressure, and consolidated later by a process of parental education. Yet we should certainly be accountable to them, and there is the dilemma. Perhaps it is best seen as a test of our skill at interpreting what we do in terms of what parents want.

This will be an unpopular remark, but it has to be said. The exercising of parental choice is overwhelmingly a middle-class activity. There was a time when the effects of choice were governed by the availability of places and popular schools became over-subscribed and could not continue to cream the local market.

With falling rolls, everyone has room. Worse, everyone needs more pupils to protect themselves against the damage that falling rolls are likely to do to the curriculum.

The climate is exactly right, therefore, for parental choice to exert its maximum influence. Yet if a school allows itself to be altered in order to be chosen there is a risk that hundreds of children from homes with perhaps low academic expectations but important special needs of their own are likely to find themselves governed by regimes designed for and acceptable to the minority with the influence.

All this would be bad enough if the choices made could be soundly and logically based. But there is too much hazard in it. Popularity, or the opposite, may come to you by luck, or accident, or by the mysterious folklore that builds up round schools. Once popular, the parents of bright youngsters hammer at your door. Thus your results improve and the popularity with them.

Things can be changed, but there is a massive drag factor operating. If a highly favoured school were to be consistently mismanaged and its unpopular neighbour started to be brilliantly handled and set on the right course, it would be 10 years or more before anyone outside the profession noticed. Like turning a supertanker, it takes a long, long time.

Exam results too, beguiling as they seem as instruments of choice, are incredibly misleading. Professionals know how impossibly difficult it is to make a quality judgement between two schools even when they have repeated entry, the facilities to compare intakes, substantial acquaintance with the curricula, and lengthy access to the pupils and staff.

Yet some sort of choice must be made and it is in the interest of the school that it is well made. A good match will mean a confident start and the chance of lasting satisfaction. A mismatch will be much more likely to lead to disillusion and unhappiness.

Even if comparatively few parents can make informed choices that are valid, they can make choices in which they have confidence, and I think I have found what the trick is. It lies in providing them with a pair of young children to act as their guides on their tour of the school after you have answered their questions.

Of course, that way you miss out on the sight of classes leaping to their feet at the sight of the head entering the classroom, but a lot of confidence is built up when parents can question the young guides without a heavy presence monitoring their answers.

It is excellent experience for the children too. Even quite academically limited youngsters rise to the occasion and blossom with pride in the job they have been given. In fact they "sell" the school better than I did.

John Sturt is head of Knowles Hill School, Newton Abbot, Devon

Parliament without politics

by Nick Baker.

The ritual start to another day's business at the mother of parliaments took place as usual. Honourable and Right Honourable Members, gravely watching the daily procession towards the Speaker's chair, scarcely noticed that the Serjeant-at-Arms, resplendent in velvet knee britches, was wearing training shoes, or that the Speaker herself appeared to be wearing blue jeans under her heavy gown. Even the suppressed giggles of the bewigged clerks to the House were tactfully overlooked.

As the House (gratifyingly full, despite the absence of a three-line whip) listened to Gerrard Neale, Member of Parliament (Conservative) for Cornwall North, it sounded a good deal more attentive and less rowdy than the BBC would have us believe.

Fourth and fifth-year pupils from Sir Frank Markham School in Milton Keynes were MPs for the afternoon, and the theatre on Milton Keynes' Woughton Campus doubled as the chamber. Gerrard Neale goes to great lengths to get the details and the atmosphere right for his mock parliament sessions, travelling with a small busload of props and costumes. Also in attendance at Milton Keynes were Mrs Neale, helping with the dressing up, and Gordon Martin, a student of international law from Birmingham, Alabama, who is also Gerrard Neale's assistant, researcher, and chauffeur.

Neale aims to give an illustrated and dramatized account of the workings of the Commons, and uses copies of the CRAC booklet, *What Happens When I Vote*, which he co-wrote, to demonstrate what the House looks like in real life. The fun comes with the recreation of parliamentary ritual.

There are enough costumes – parliamentary and legal cast-offs, Moss Bros rejects and a magnificent replica mace, courtesy of a film property company – for eight pupils. They represent the Speaker, his secretary and trainbearer, the bar door keeper, chaplain, and the three clerks to the House. Neale has a good deal of entertaining knowledge about parliamentary panoply.

For instance, while it is not known why the chaplain carries a white handkerchief over his arm, it is thought that it might have something to do with the days when the House had only one speaker, and could not sit unless he was actually in his chair. At this time, the chair incorporated a commode, and could be curtained off when necessary so that the Speaker did not have to leave, even during the longest of sittings. The handkerchief, Neale surmises to great amusement, was for the chaplain's nasal protection.

As the House gets down to the real business of the day, it becomes clear that Neale is deliberately avoiding politically contentious issues to use as examples. In fact at Milton Keynes, the vote is on a motion to give the Government (but not the Opposition) an extra week's holiday. The closeness of the aye/no vote in the chamber ensures the need for a division, and Neale describes how the division system works.

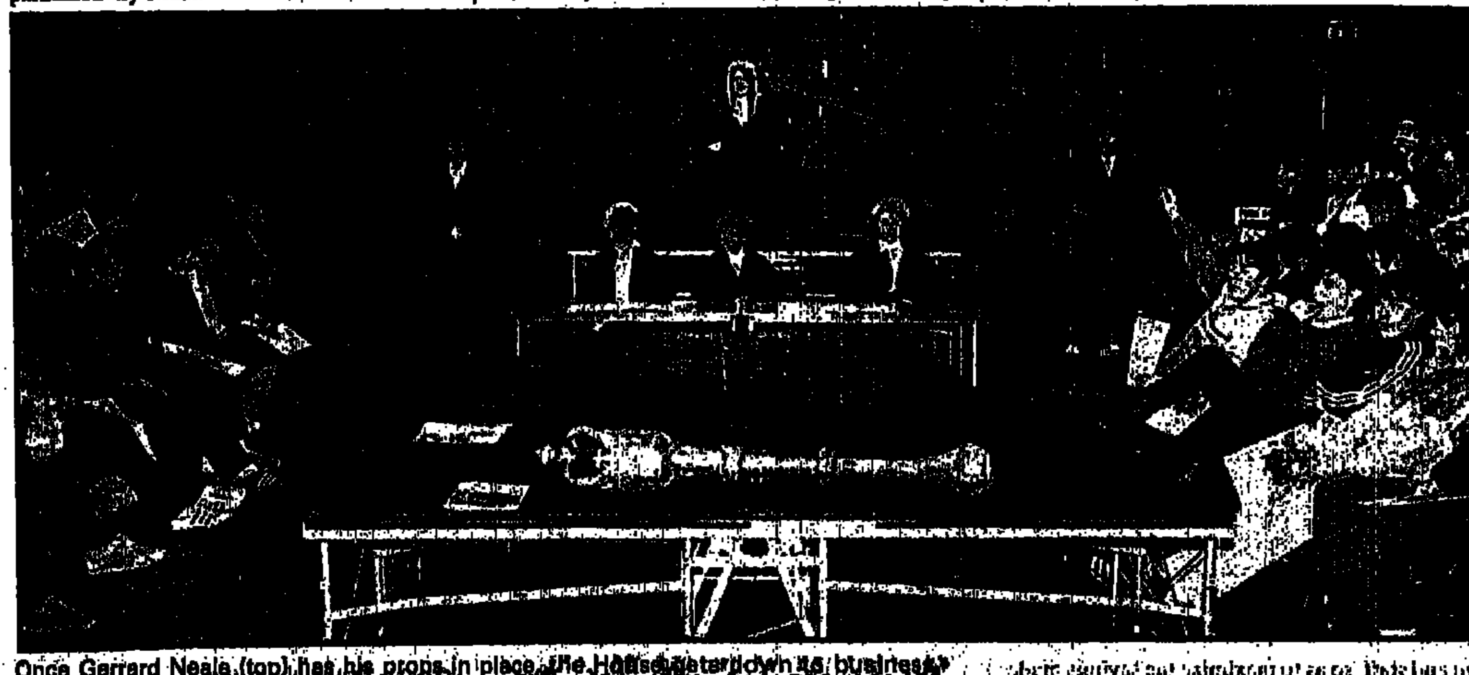
After the sitting, pupils' questions are encouraged, and Neale answers on why there are not more women in parliament, what happens when a vote is tied, and how the Speaker remembers all the members' names. Asked, after the one-and-a-half-hour session, whether the proceedings would help them understand the workings of parliament should they decide to visit the Strangers' Gallery, all the pupils I spoke to responded with a firm yes. A large majority of pupils also correctly identified Neale as a Conservative, although they had been given no formal clue to his political identity.

Neale stresses that he does not use the sessions to make political capital. They came about when he was invited to talk to a class of pupils at his daughter's convent school. Faced with a larger than expected group of pupils, and two hours to fill, Neale, acting on a "brainwave", rearranged the seats and installed the mother superior/headmistress as speaker.

From the start he saw the value of explaining the process by an event rather than a lecture, and avoided political controversy. "I don't see it as a means of furthering my party's cause," he says. What he is keen to get across is that people become politicians because they feel strongly about issues, whatever their political allegiances.

Neale's political background shows him to be determinedly in favour of capital punishment (telling Young Conservatives in the year he was elected to parliament that he would personally be willing to carry out the death penalty on convicted murderers) and privatization. These views would never come out in one of his mock parliament sessions. "If it seems in danger of becoming party political, I normally say 'Would you come up to me afterwards and I'll talk to you about it.' "

It's a demanding and time-consuming task, which he has perfected in independent and state schools on both sides of the Atlantic. At the moment, he makes no charge for under-16 groups, financing those presentations out of his own pocket. For others, a charge to cover expenses is negotiated. What is really needed, he believes, is sponsorship.



Once Gerrard Neale (top) has his props in place, the House gets down to business

Photographs by Laurie Sparham

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Back to the classics

Classics publishing is currently in confusion, with well-intentioned companies undermining one another, and exam boards setting inadequate books merely because they are in print. Keith McCulloch has made a thorough exploration of the field, and picks out the best available texts

Almost all the Latin and Greek courses currently available are relatively modern, and all represent efforts by experienced teachers to overcome problems they have met in the classroom by presenting the material in a new way. Whether those, like the *Cambridge Latin Course* (published in modular form by CUP), which rejig it more radically can be shown, at least in the absence of agreement about goals, to be superior to the others is an open question. The merits of *CLC* itself are well known, but developments in linguistic theory are leaving it behind, and it has always suffered from the tendency of all inductive courses to grow so vast and all-encompassing that they threaten to smother teacher and pupil alike. On the other hand, too many traditional courses are chasing too few pupils, so that it might be better if we were all to put our money on one. If both books were in print, I might have a flutter on **The Path to Latin** by R D Wormald and D W Blandford (Longman, Book 1 only, £2.95) as being the most scrupulously detailed and explicit of them all; but perhaps the new Oxford GCSE course, **Quintus** by M D Balme and J H W Morwood (OUP, Vol 1 to appear at the end of 1987) will not only scoop this pool, but actually re-establish a single tradition in Latin teaching in Britain.

A New Greek Course for Schools (obtainable from W A Williams, Jordanhill College of Education, 76 Southbrae Drive, Glasgow G13 1PP) joins *CLC* in holding out the prospect of children of a fairly wide range of ability being able to study the classical languages with pleasure and profit, but is perceptibly more modest and pragmatic. **Athenaze** by M G Balme (obtainable from Austen-Parish, Specialist Booksellers, 162 Archway Road, London N6 5BB, in two parts, £4.50 each) is a splendid monument to the learning, ingenuity and industry of its author (qualities which will be appreciated by able pupils), but again really contains too much material; although if one could master all of it, one would have learned a lot of Greek by any standards. Everything depends upon the teacher, and I do not see that in the hands of a good teacher either **Greek for Beginners** by L A Wilding (Faber, £1.95) or **Thrasymachus** by C W E Peckett and A R Munday (BCP, £6.75) are yet redundant.

It seems to me a pity that so many pupils prepare two set books for (traditional) O level in both Latin and Greek, instead of facing the challenge of "harder" prose and verse unseens, and therefore having really to know the languages well. Mugging up a few hundred lines of Virgil is not always the rewarding cultural experience it ought to be, and one hates to think that teachers choose this route simply as the easier and more predictable. This is particularly true in Latin, where few, if any, really satisfactory editions are available. (Here, as elsewhere, I have ignored Caesar and Virgil, as being too familiar and too Protean, and in general reserved the right to be selective.) The prospects are much brighter in Greek, where one can use, for example, **Four Greek Authors** by E C Kennedy (Macmillan, £6.95), or one of the excellent editions commissioned by John Betts of the Bristol Classical Press, namely Xenophon: **The Persian Expedition** by J Antrich and S Usher (BCP, £4.95), Plato: **Story of Atlantis** by C Gill (BCP, £4.95) and Homer: **Odyssey IX** by J V Muir (BCP, £4.25).

Non-traditionalists are given plain texts in leaflet form, judiciously scissors-and-pasted by their scholarly editors, and beautifully printed, while their teachers may take from the rather over-elaborate handbooks which accompany them as much or as little as they like. So strong is the Silver bias of *CLC* that the only prose authors on offer are Tacitus and Pliny.

At A level, any book of Homer can now be tackled with confidence using either M M Willcock's edition of the **Iliad** (Macmillan, 2 volumes, £9.95 each), which is notable for its light touch, and which has rightly been praised to the skies by recent reviewers, or W B Stanford's **Odyssey** (Macmillan, 2 volumes, £9.95 each), the brightness of which remains undimmed, its philological bias giving it a special lustre. As for editions of individual books: if one is looking for historical and linguistic information, J T Hooker's **Iliad III** (BCP, £4.25) is outstanding, though **Iliad I** and **Iliad VI** by R H Jordan and J A Harrison (BCP, £4.25 each) are also very good, while on the literary-critical plane, Colin MacLeod's **Iliad XXIV** (CUP, £7.95) brooks no rival.

Mark Griffith's edition of Aeschylus: **Prometheus Bound**, also in the superb *Cambridge Greek and Latin Classics* series (CUP, £8.95), is a heavyweight contender for a place in the syllabus: it is impressive, but does not give the sixth former quite enough help in construing the text, groaning as it does under the weight of its rather laborious scholarship, while Sidgwick's slim **Persae** (BCP/Macmillan 1903, £5.75) is surprisingly good.

R D Dawe wears his learning more lightly, and although his very idiosyncratic **Oedipus Rex** (CUP, £8.95) is tough going, it is at least relatively self-sufficient, and offers exactly the kind of challenge which ought to inspire a bright A level student to want to go up to Cambridge to read Classics. J T Kells's **Electra** (CUP, £8.95) must rank as the most humane and accessible edition of any Greek tragedy to be used by sixth formers. W B Stanford's **Ajax** (BCP/Macmillan 1963, £7.95) is sound, but rather dull in comparison. A new edition of *Antigone* by A L Brown is expected from Aris and Phillips soon.

Euripides is inevitably dominated by the Oxford series of commentaries, not all of which are, however, suitable for use in schools. E R Dodds's **Bacchae** (OUP, £9.50) needs no recommendation from me. D L Page's **Medea** (OUP, £8.50), although it solves major problems of text and interpretation so definitively as to put A F Elliot's urbane experimental edition (OUP, £3.75) firmly in the shade, needs extensive supplementation on a more elementary level. I envy any teacher who can issue sets of **Hippolytus** by W S Barrett (OUP, £19.50); for most of us the appearance of J Ferguson's new BCP edition (£4.95), which boasts a freshly-minted text, will be welcome. K H Lee's **Troades** (BCP/Macmillan 1976, £4.95) is scholarly, and just about usable, but is inclined annoyingly only to tie up ends left loose by previous editors. Far more practically useful is **Hecuba** by M Tierney (BCP/Browne & Nolan 1946, £6.50), which is very much better than its unattractive appearance would lead one to expect.

K J Dover's edition of Aristophanes: **Clouds** (OUP, £3.95) has set the standard by which other such works are judged, although this is not the most entertaining specimen of Old Comedy, and the strong imprint of Sir Kenneth's personality and interests may not be to everyone's taste. C E Graves's **Acharnians** (BCP/CUP 1905, £5.95) remains useful, while W B Stanford's **Frogs** (BCP/Macmillan 1958, £5.95), thorough though it be, is so unwilling to call a spade a spade that it often leaves the reader scratching his head in puzzlement. Convinced as I am that Classics teachers often spend too much time working over the texts of set authors, I would not shrink from using Alan H Sommerstein's editions of the comedies of Aristophanes (Aris and Phillips, £7.50 each), which offer the best text currently available, with a facing (and fairly literal) translation which does a lot of the work of a commentary, while the exiguous commentary itself is tied to the English.

There is a new edition of **Herodotus Book 1** in the Bryn Mawr series – which aims to give just the kind of detailed linguistic help which American college students need, and no more, at a reasonable price, if in a fragile and unpleasing format – by G L Sheets (distributed by BCP, £7.95). W G Waddell on **Book 2** (Blackwell/Methuen 1939, £7.50) is almost overwhelmingly full but winningly enthusiastic. E S Shuckburgh on **Book 6** (BCP/CUP 1889, £6.95) has aged amazingly well, and is still well worth using. The edition of **Book 8** by J E Powell (BCP/CUP 1939, £5.95) is very dry and textually orientated, but of sky-high quality.

If only the outlook were half so rosy in respect of Thucydides. The modern editions of Books 7 and 8 by K J Dover (OUP, £6.95 each) share with the older ones of Books 1 and 2 by E T Marchant and of Book 4 by C E Graves (BCP/Macmillan 1905, 1891, 1888; £7.95, £6.95, £7.95 – all with new introductions by T Wiedemann) a fastidious distaste for grappling with the real linguistic difficulties their author presents. Dover sometimes, where the Greek is very difficult indeed, does offer a construe, but without any indication of how it is to be got out of the Greek, while Marchant on Book 2 is often too busy impugning the integrity of the text properly to explain it.

K J Dover's edition of Plato: **Symposium** (CUP, £8.95) is a different kettle of fish, and will rightly establish for itself a regular place on A level syllabuses. The whole work is informed by Dover's unrivalled understanding of Greek homosexuality and popular morality, and by his contentious, no-nonsense approach to Plato's philosophical arguments, but his treatment of the language is very careful and very full, extending even to giving the meaning of individual words. Nevertheless, there is still a lot to be said for the unpretentious but helpful editions of **Republic** Book 1 by D J Allan and Book 10 by John Ferguson (Blackwell/Methuen 1961, 1959; £4.25, £4.95), and **Meno** by R W Sharples (Aris and Phillips, £7.50) is far too good to be left to students of Greek literature in translation.

If any genre of Greek literature is underrated, it is oratory. One cannot really recommend BCP's partial reprint of E S Shuckburgh's disappointing edition of Lysias (BCP/Macmillan 1882, £5.95), but I hope that examination boards will think about setting **Greek Orators I: Antiphon & Lysias** by M Edwards and S Usher (Aris & Phillips, £7.50), which contains Antiphon: *On the Murder of Herodes* and 10 speeches of Lysias, including the very entertaining *On the Killing of Eratosthenes*, in a new text and with a full and scholarly commentary (again tied to the English), and the splendid new Cambridge edition of Demosthenes: **Selected Private Speeches** by C Carey and R A Reid (CUP, £8.50) ought to do a great deal to redress the balance.

If one is interested in Latin, as I am, above all as a medium of literary expression which was exploited by a series of prose authors, each building on and reacting against the achievement of his predecessors, there can be no better place to start (paradoxically) than with Plautus and Terence, who give us the wherewithal to reconstruct Latin as it existed in the mouths of the Romans and before the Ciceros and the Sallusts got their hands on it. The editions of **Rudens** by H C Fay (BCP/UTP 1962, £5.95) and of **Phormio** by R H Martin (Blackwell/Methuen 1959, £5.50) are among the best representatives of two older series, *Methuen's Classical Texts* and *The Palatine Classics*, which aim to give, and almost always succeed in giving, exactly the help which A level students need, without condescending to them or failing to rise to the most exacting scholarly standards.

One can only regret the fact that Cicero is widely thought of as a flatulent hypocrite and a bore; but this more-than-a-century-old prejudice is reflected in the quality of the editions of his orations used by sixth formers. R G C Leven's **Verrine V** (BCP/Methuen 1962, £6.95) is the exception that proves the rule, and is the best possible introduction to Cicero's Latinity, and in particular to his rhetorical style. Perhaps, at bottom, R G Austin's **Pro Caelio** (OUP, £7.50) is a more scholarly edition, and when Austin is good, he is undeniably good, but the way his commentary is presented seems designed to hinder one from getting to the bottom of it. In comparison, **Pro Murena** by C Macdonald (BCP/Macmillan 1963, £4.95), though quite usable, seems to me to set its sights a little low, while J D Denniston on **Philippics I & II** (BCP/Oxford 1926, £5.95) is heady stuff, but very austere and historical. Continued exposure to D Stockton's **Thirty Five Letters** (OUP, £3.75), good value in every way (if a bit out-of-date in this post Shackleton Bailey era), can only help to restore his reputation. Study of his philosophical works can begin with A E Douglas's edition of **Tusculans I** (Aris & Phillips, £7.50).

Sallust's two monographs make perfect set-book material, and only a blockhead could fail to warm to the idiosyncrasy of his style. P McGushin's *editio minor* of the **Bellum Catilinae** (BCP, £5.95) deserves to be supported, but not to the exclusion of L Watkiss's **Bellum Iugurthinum** (BCP/UTP 1971, £6.95), a genuine labour of love.

If Livy is not a great Latin prose author, then who is? But his fate really is a dismal one, only the editions of Book 21 by P G Walsh (BCP/UTP 1973, £5.95) and of Book 30 by H E Butler and H H Scullard (Blackwell/Methuen 1941, £5.50) inspiring even the most lukewarm enthusiasm.

It is Tacitus who has captured our imaginations, so much so that no other prose author in Latin or Greek has been honoured with such a magnificent procession of commentaries at this level. N P Miller on **Annals I** and E C Woodcock on **Annals XIV** (Blackwell/Methuen 1959, 1939; £6.95, £6.50) are excellent on his Latinity, while Miss Miller's much later **Annals XV** (Macmillan, £4.95), though still very good, is too concerned with the pedantic question of whether Tacitus is telling the truth or not. **Agricola** by R M Ogilvie and Sir Ian Richmond (Oxford, £10.50) is probably the best of all the books I am reviewing here. All that can be said in favour of **Histories I and II** by A L Irvine (Blackwell/Methuen 1952, £6.50) is that it is better than nothing at all.

Perhaps it would be stretching a point to characterize Lucretius's **De Rerum Natura** as a sample of what Roman poetry looked like before Virgil got his hands on it; but before the publication of E J Kenney's exemplary edition of Book 3 (CUP, £8.95) there was at least some excuse for not being able to take him quite seriously as a poet and as a philosopher in his own right: now there is none. In this company even C D N Costa on Book 5 (OUP, £7.50) looks a bit pedestrian, but **Selections** by G E Benfield and R C Reeves (Oxford, £3.50), the aims of which are quite different, has lost none of its value, and acquired a fascinating period flavour. I have not yet seen P M Brown's new BCP edition of Book I (£5.95).

If there is any case for saying that students should be given nothing but a plain text and their teachers do the explaining, it is at its strongest where Horace: **Odes** Books 1 and 2 are concerned, since there the commentaries of Nisbet and Hubbard are available. To use Gordon Williams's edition of Book 3 (Oxford, £3.75), in which each ode is followed by a translation and a stretch of practical criticism, brave though this attempt to ditch old shibboleths was, looks like a *pis aller*, although in comparison O A W Dilke on **Epistles** Book 1 (Blackwell/Methuen 1966, £4.50), though reliable, does seem dry and dull. All four books of **Odes** can be studies in Kenneth Quinn's Macmillan edition (£9.95).

Ovid in his sphere is as fortunate in his editors as Tacitus in his. **Amores I** by John Barsby (BCP/Oxford 1973, £4.95) is laid out in the same way as Williams's Horace, but strikes me as lively where the other is humdrum and effortless where it is laboured. As for the **Metamorphoses**, A A R Henderson on Book 3 (BCP, £4.95) is hard to beat, while A G Lee on Book 1 (BCP/CUP 1953, £4.95) has a charm all of its own, and an authority which belies its unpretentiousness; and G M H Murphy on Book 11 (BCP, £4.95), if he really is the runner up, is certainly *tertius inter pares*. I am not blind to the merits of A S Hollis on Book 8 (Oxford, £6.95), but it does betray its origin as a B Phil thesis, and is not really aimed at sixth formers. Familiarity with Ovid's hexameters as an unseen specification will be achieved most painlessly by using D E Hill's edition of **Metamorphoses I–IV** with facing translation (Aris & Phillips, £7.50).

Voice of the people

Uninvited Guests: the Intimate Secrets of Television and Radio. By Laurie Taylor and Bob Mullan.
Chatto & Windus £9.95. 0 7011 2973 5.

It is fashionable to take television seriously, and perhaps particularly fashionable to take a postive view of it. This is certainly what Taylor and Mullan are doing in this breezily readable book. Their thesis is that, "far from being 'culturally deleterious', television often seems culturally productive". Television viewing is an experience as various and multidimensional as television itself: it has nothing to do with the state of paralysed total receptivity imagined by the anti-TV school. Such caricatures of a mesmerized population are partly the result of studiously ignoring the viewers' own accounts of their own experience.

Such accounts are, God knows, readily enough come across wherever two or three viewers are gathered together. But to be more systematic about it, Taylor and Mullan enlisted the help of The Research Business, "a leading qualitative research company", and drew on the audience-monitoring resources of the IBA, BBC and BARB. The aim was to find out directly what viewers thought of different kinds of television, of individual programmes and "personalities", what their viewing habits were, their emotional involvement, their thoughts and feelings about television – in short, all the sorts of things that most viewers talk about habitually and uninhibitedly. Radio was also brought into it, but in a smaller way.

The findings from these assiduously recorded and analysed *vox pop* sessions form the bulk of the book. They are quoted at some length – especially the lively discussion groups – and what is said is generally quite predictable, sometimes surprising, and in bulk more than a little depressing. This sort of talk is far more fun to take part in than to overhear for hours on end. Taylor and Mullan's commentary, with its nice line in interesting asides, is a welcome leavening, and they wear their scholarship lightly. There is plenty of illustration too, including a set of rather mysterious photographs by Nigel Inglis of people watching television.

Taylor and Mullan get very close to the everyday realities of viewing and to the strong emotions which can be involved. Their subjects are of all ages and classes, and they talk about most kinds of television (but only a few kinds of radio). Video is considered, but there is no mention of remote control, which has recently had a marked effect on viewing habits, particularly in families. Quite rightly for a book of this kind, attention is paid to the strong symbiotic relationship between television and the tabloid press, which now has a corps of 40 or more full-time television reporters. It is fast becoming impossible to enjoy a television soap fully without some awareness of this vast amount of background "information".

The mass of viewers emerge from this study looking very sensible (if, in some cases, obsessed), not fooled by television much, but enjoying it immensely, quite discriminatingly, and sometimes a little guiltily. The guilt particularly attaches itself to their children's viewing habits – and probably with good reason. But this book is overwhelmingly positive in its endorsement of television, and being a view from ground level, as it were, it does not really address the larger issues raised by the growing centrality of the medium. The emphasis on entertainment is absolute – but all the evidence, here and elsewhere, suggests that many viewers regard television as an all-entertainment medium.

Some of the questions put to these subjects, and some of the tables and analyses, seem to be merely frivolous. But certain of the figures quoted are genuinely surprising – for example, that nearly half the audience for *Dangermouse* is over 55. I am also indebted to this book for the information that four million household radio sets never get played at all, and that sitting down to listen to the radio is now considered aberrant behaviour. Oh dear.

Nigel Andrew

Ad lib

Commercial Television and European Children. Edited by Scott Ward, Tom Robertson and Ray Brown.
Gower £18.50. 0 566 05073 0.

There is little to hold the layman's attention in this stolid presentation of research papers, originally delivered to a multinational conference on television advertising and children held last year. Covering the areas of age-related differences, parent-child relationships, cognitive processes and the socializing effects of advertising, the book's findings range from, to this layman at any rate, the seemingly trivial ("children ask their parents to buy television advertised products 13 times a month") to the potentially useful ("the vast majority of children understand the purpose of advertising by the age of eight").

Largely uncontroversial, the book is aimed at market researchers, advertising persons and, possibly, some psychologists.

David Dale

Mystery man

The Secret Life of John Logie Baird. By T McArthur and P Waddell.
Hutchinson £16.95. 0 09 158720 4.

This contribution to modern history suggests that it is not only the personality of J L Baird which appears to have been but partially revealed to the public; there is also mystery about details of some of his research and inventions.

Baird is, of course, generally accepted as a most significant contributor to the development of television. By 1925 he had brought his apparatus to the stage when he was able to provide public demonstrations of the transmission of outlines of simple objects. January 1926 saw the historic exhibition of an improved apparatus to members of the Royal Institution, and three years later came the first transmission by Baird of trans-Atlantic television.

All this, the subsequent experimental BBC service, and Baird's extensions to colour, stereoscopic and large screen television have been expansively documented and written about. Expansively, but not (in the view of the authors of this volume) completely. There seems to have been much hidden, even, perhaps, suppressed. Did, for example, Baird engage in "top security secret signalling" well before and during the war? What was the relationship of Baird with Watson-Watt – or, for that matter, with John Reith? How did he associate with Government, in particular with the service ministries?

In their wide speculations about aspects of Baird's work which constitute their "inquiry into an accepted story, already riddled with contradictions", Tom McArthur (a reporter and feature writer) and Dr Waddell (a university lecturer in engineering) have unquestionably unearthed new facts that put a different gloss on a familiar portrait. Their biography considers the personal life and the technological achievements of a great pioneer and each facet is intriguingly revealed afresh.

F W Kellaway

Brain drain

Turing's Man – Western Culture in the Computer Age. By J David Bolter.
Penguin £3.95. 0 14 022657 5.
The Quantum World. By J C Polkinghorne.
Penguin £2.95. 0 14 022653 2.

Bolter sees modern man as informed by imagery from computer technology, as the ancients used pottery and spinning for their metaphors of life: thus, "a program for the brain" is not diminishing, but is typical of the traditional use thinkers have always made of the technology of their age. Unfortunately, he is both sloppy and patronizing; I am sure no reader will understand Turing's achievement from his exposition – I suspect he does not himself.

Polkinghorne's book for the "perennially mathematically innocent" is precise and clear; every image is exact and excitingly informative; the limits of every analogy and the objections to every view justly and clearly set out.

John Laski

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Calling the shots

France 1789–1815: Revolution and Counter revolution. By D M G Sutherland.
Collins £14.95. 0 00 197178 6. Fontana £4.50. 0 00 686018 4.

This is a book aimed at a "general reader" which also presents a fundamental reappraisal of one of the most avidly discussed periods in European history. That is in itself a remarkable achievement and it is due as much to the author's ability to synthesize a mass of disparate and often contradictory material as to major shifts of emphasis in historical studies over the last 20 years or so. Not everyone will be in sympathy with Sutherland's revisionist approach but I would be surprised if the book did not quickly become part of a basic canon, at least as a text to be studied alongside others.

What impresses me most about Sutherland's writing is the ease with which he moves from terse narrative to concise analysis and back. Although there are moments when attentiveness to detail blurs the general picture, the sections on the events of 1787–1789, on the flight to Varennes, on the Sans-culottes, on Jacobins and Cordeliers, Girondins and Montagnards, are all extremely well handled. And the short chapter on the Consulate is one of the best I have encountered. When, as he must, he comes to the Revolutionary Wars, his succinctness is extraordinary and yet he still manages to fascinate the reader.

Equally commendable is the resolute attention Sutherland pays to what was happening in the provinces. Exploding the myth that Ancien Regime France was already a centralized state, he rightly stresses that the Revolutionary experience meant something quite different in, say, the Vaucluse, the Vendée and the Vosges.

In their present underdeveloped state, regional histories are notoriously difficult to synthesize, with the result that Sutherland frequently has to rely on sporadic evidence of isolated events. He presents even so an excellent survey of the resistance to de-christianization and the disenchantment of people confronted by increased taxation, conscription and unemployment.

Often, though, one suspects that regional evidence has been marshalled in support of a rather tenuous claim that "the history of the entire period can be understood as the struggle against a counter-revolution that was not so much aristocratic as massive, extensive, durable and popular." This not only lumps together a variety of heterogeneous protest movements; it also obscures the impact of mass movements in urban and rural localities in favour of radical change. Exactly what kind of change was demanded varied of course from one community or interest group to another. But the impression given here of a metropolitan revolutionary government defining its policies principally in order to control provincial reaction is simply misleading. The revolutionary assemblies were themselves representative of a provincial elite. *They*, rather than some ill-defined Parisian intelligentsia, argued for a uniform legal and fiscal system, for political and economic reforms that would serve their provincial interests.

The most controversial aspect of Sutherland's book is his rejection of what he calls the classical theory which equates the history of the French Revolution with that of the consolidation of the bourgeoisie. Although he traces this theory back to writers as diverse as Barnave, Tocqueville and Aulard, he is clearly taking issue with Georges Lefebvre and with the marxist interpretations of Albert Soboul. Sutherland is probably correct in suggesting that the immediate causes of the Revolution were political rather than economic and that they involved a dispute about the kind of constitution (feudal or liberal) which would best check the absolutist tendencies of the monarchy. He also demonstrates that the aristocracy did not do nearly so badly out of the Revolution as is habitually claimed – many in fact benefited from the transfer of tithes from the church to the landlord – and that otherwise the chief beneficiaries were not so much industrialists as wealthy peasants and the professional classes, especially those who had the sense to invest in property. But isn't this a major shift in political *and* economic relations, with the one facilitating the other?

What may have waylaid Sutherland here is Soboul's insistence that the Revolution marked the advent of bourgeois *capitalist* society. Between 1789 and 1815 France was indeed still a land-based economy: foodstuffs and raw materials remained the major source of wealth. The struggle proved, ultimately, to be less about principles than about the control of this wealth, its circulation and redistribution. What, otherwise, would have been the point of it all? Even if, during the Empire, a provisional class alliance was forged, it was on very different terms from those proposed in 1789. The upper echelons of the Third Estate could now call the shots.

Norman King

Churchill trying out a tommy-gun with US troops. From Philip Ziegler's new social history of the last 60 years: Elizabeth's Britain 1926 to 1986, a superbly illustrated portrayal of the monarch and her realm (Country Life £14.95).

Three-dimensional Prince

The Jacobites. By Frank McLynn
Routledge and Kegan Paul £15.95. 0 7102 0165 6.

It was never enough to take the portraits and folk-tales of the Bonnie Prince for fact. But neither was it to go to the other extreme and paint him as a vile bungler. More than almost anyone else in history, the Jacobites – and in particular Charles Edward Stuart – have been the victims of their own mythology *and* its debunking.

It was always patronizing in the extreme to believe that good men and women should have followed either a will-o'-the-wisp or a drunken slob. Frank McLynn's achievement in *The Jacobites* (his third and most general book on the subject) is to give Charles Edward a solidity and three-dimensional reality that he usually lacks. Though there were fiascos throughout its history, Jacobitism came far closer to carrying the day than is usually thought and those fiascos (like the aborted rising of 1708 and the brief scuffle of 1719) were down more to the cowardice and compromise of others, the whims of weather and of 18th century communications than to any intrinsic flaw in the Jacobite dynasty or ideology.

McLynn is in many respects a better narrative than analytic historian. His account of the risings themselves is exemplary and he offers the best case yet for the nearness to success of the '45. What is usually seen as the last shiver of an anachronistic and romantic throwback emerges as a genuine alternative to Whiggery and the Act of Settlement.

Even so, the book remains a rag-bag. Beyond a commitment to the indefensible – divine – right of kings and an unargued connection with "Country" polemics, it remains unclear what Jacobitism entailed. The account of the clans is useful but partisan (perhaps in response to Bruce Lenman's rather grumpy approach) and the unfolding of the spy networks of the time will henceforward be of central importance to an understanding of the Jacobites' plight.

Even so, it seems odd to find a respectable historian making analogies such as "if 1715 was the Jacobites' Battle of Midway when, like the Japanese in 1942, they held all the military cards, 1745 was their Leyte Gulf". McLynn's attempt to elevate the Jacobite women sadly looks like a trendy sop; no one has ever doubted the political influence of women at court; to make this a special characteristic of Jacobitism seems absurd (and somewhat ironic given Charles Edward's later misbehaviour, his father's misogynistic other-worldliness, and his younger brother's, the "Cardinal King"'s apparent homosexuality).

History has never been able to cope with the fact that Charles Edward lived for 43 years after the failure of the Rising. But the indignities of his last years can't be allowed to cloud the facts. Had he pressed on from Derby – had he been encouraged to by his lieutenants – then the whole history of the kingdoms would have taken a different turn, and not necessarily a backward one. As Chateaubriand saw, the Stuarts only lacked one thing, ironically the very agency on which they based their claims: *la main de Dieu*.

Brian Morton

Lousy but loyal

The Worst of Times. By Nigel Gray.
Wildwood House £11.95. 7045 0513 4.

Nigel Gray's strong hostility to the present Tory Government, and his grim forecast of its social effects, is the launching-pad for a shocking portrait of social conditions during the Depression of the late Twenties and Thirties; his case gains in force by not straining the historical parallels too far.

The Worst of Times is based on a series of interviews with men and women from varied areas of Britain, recorded some 10 years ago, but still possessed of an immediacy today, when unemployment is as great a problem as it was then. For unemployment, or the fear of it, dominated the lives of so many working people, while wages and conditions for those in work would never be tolerated now.

Countrywide, the most hated regulation was the Means Test, which was applied when workers sought help when no more unemployment benefit was available. Prying inspectors insisted that any apparently superfluous furniture or belongings should be sold and the proceeds all spent before additional State aid could be granted to applicants. Small wonder that homes were sparsely furnished and that children slept four or more in a bed. In summer Londoners slept on the pavement to avoid the bugs in their verminous houses, while the pawnshop became the poor man's bank, and living "on tick" a means of staving off the dreaded workhouse. Wives became drudges in a man's world, miraculously stretching slender resources, and yet often being beaten for their pains. There are vivid accounts of fights with police, of demonstrations, of anti-Fascist riots in the Mosley period, yet withal there was great community spirit, typified by the "Lousy but loyal" streamer in the Mile End Road at the time of the 1935 Silver Jubilee. Surprisingly, only a minority of those interviewed expressed any envy of the "upper classes". It was, to quote a Leicestershire man, "your misfortune that you were born to be poor".

Those lucky enough to be in work, in Bedwas colliery for example, found safety regulations flouted, gas hazards, dust causing silicosis, and temperatures topping 100°F. Again, in a Rochdale mill, spinners worked in heat, damp and deafening noise for 15 shillings per week, and in a Lancaster floor-covering factory fumes were over-powering, yet there was no complaint, for to cross the all-powerful foreman or ganger meant speedy dismissal. Similarly, agricultural workers dared not protest on conditions, for the tied cottage was "the biggest man-trap ever made". Here then are to be found important materials for social historians, salutary reminders for those who lived comfortably between the wars, and encouragement to the young to count their blessings.

Eric Church

At risk

In Care: A Study of Social Work Decision Making. By Jeni Vernon and David Fruin
National Children's Bureau. £8.60. 902817 25 6.

This important piece of research, commissioned by the DHSS and carried out by the National Children's Bureau, addresses the question of why an increasing number of children are remaining in care for long periods. Its answers will make worrying reading for all those with responsibility for such children.

From their study of 185 children in care to 11 local authorities, Vernon and Fruin find that a major obstacle hindering discharge from care is "the lack of purposeful activity" to this end on the part of social workers. Categorizing types of admission, they find this to be a particular feature of cases where children have been taken into care on grounds of being "at risk". Paradoxically, this indecisiveness is despite the social workers' language of "planning for discharge", their power in the decision-making process and their general reluctance to receive into care in the first place.

The findings reveal that the outward apearance of planning – case conferences, reviews, etc – too often disguise a paralysis of action regarding children's futures. Indeed, when children are returned home this is usually the result of positive action taken by parents rather than the successful conclusion to a social work plan.

There is much to be learnt from this valuable study, particularly as its findings, according to the authors, will shortly be confirmed by other research. It would be interesting, now, to investigate *why* social workers behave so indecisively. Vernon and Fruin's findings point to, inter alia, lack of (even avoidance of) responsibility by senior management. If this were established it would confirm a complaint often heard from social workers.

David Dale

Reflect

Reflection: Turning Experience Into Learning. Edited by David Boud, Rosemary Keogh and David Walker.
Kogan Page £13.95. 0 85038 864 3.

Reflection: Turning Experience Into Learning addresses a highly topical subject. Those concerned with adults as learners are turning to reflection on experience as a methodology, whether for updating and re-training, or for access to award-bearing courses, or as a context for education and career advising and counselling. Unfortunately, this book does not fulfil its promise for most readers in Great Britain. This is partly because it is a "diverse" collection of essays, as the three editors put it, with 11 chapters contributed by 14 people, from 13 institutions in three different countries, making for a planning nightmare. But it is also because, while each chapter is about reflection, they remain separate rather than forming a coherent whole.

The editors make clear that turning experience into learning is hard intellectual work. And to some extent their book demonstrates the point. They make important points about reflection as a methodology if it is to be successful. It needs to be learner-centred. It has to be intentional. It is complex, since the cognitive and effective are entwined.

Various authors claim successful work with members of professions as well as students, but it is difficult to pin down exactly why. As Alex Main says in his chapter, Reflection and the Development of Learning Skills, "everyone will have something they can safely and satisfyingly reflect about and you (the tutor) need to keep helping until you both (student and tutor) find it. That is all I can say, however, at this point in my experience". What Alex Main and others demonstrate is that it is only reflective teachers who can be effective in helping students turn experience into learning.

Norman Evans

Decisions, decisions

By Richard Evans

The World of Work: Marshway Limited. By Pauline Parlane.
McGraw-Hill: Students' Book £4.95. 0 07 084853 X.
People and Communication: Marshway Limited. By John Gardner.
McGraw-Hill: Students' Book £6.50. 0 07 084879 3. Lecturer's Resource Manual £12.95. 084880 7.
Survival Pack: The Bank Book 0 946685 09 6. Interview! 0 946685 12 6. Workshop for Words 0 946685 08 8.
Jonquil Publishing
Exercises in Personal and Career Development (fourth edition). By Barrie Hopson and Patricia Hough.
CRAC/Hobsons £8.95. 0 86021 750 7.

The World of Work: Marshway Limited is intended to provide an overall picture of the business world for BTEC General students following the World of Work module. It is also applicable to any student taking a course with a view to a career in business.

The book is centred on Marshway Limited, a fictional company. The founder, a Mr Marshall, starts his business life as a sole trader, expanding to become a partnership and finally a private limited company. Through the eyes of a commercial apprentice, students are taken through different departments, performing a variety of realistic tasks as they progress through the book. The 17 chapters include the history of the growth of a business in the private sector, the functions of different departments in a firm such as the mailroom, sales and purchase, the receptionist and the accounts department, and micro technology and its introduction into the office environment. Each chapter has clearly-defined objectives which enable the student to have an obvious reference point as to the purpose of the tasks.

People and Communication: Marshway Limited is integrated with the narrative of *World of Work*. The four chapters cover every aspect of business communications: letter writing and form filling; internal communications; note-taking and how to prepare for a meeting. Chapter three analyses the style, content and intention of business communication, such as information selling, editing, rewriting and note-making, and the final chapter develops skills like briefing for a report. The book is thorough and does not ignore necessary questions of grammar such as sentence constuction, grammatical terms and spelling.

The Survival Pack is the series of life-skills titles suitable for any secondary age and ability group. However, individual titles can be used for single subject lessons, so the series could meet both the specific demands of a life-skills course as well as contribute to cross-curricular life-skills teaching through traditional subject departments. Each title is a 28-page spiral-bound photocopy master. *The Bank Book* covers the services offered by a bank and helps students understand banking procedure. *Interview!* covers all the ways of applying for jobs and preparing for an interview, a lively improvement on some other books and pamphlets in this field. *Workshop for Words* "encourages young people to approach writing as a craft which can be learned". The tasks aim to allow students to present their work to a wider audience than just the tutor, and to work together as well as independently.

Exercises in Personal and Career Development is aimed at those teachers and specialists concerned with how young people meet the "phenomena of change and transition". First published in 1973, the book has useful exercises on choice, roles and out-of-school activities which will enhance the decision-making skills of young people.

Careers Education and Guidance. By Bill Rogers
CRAC/Hobsons £8.50 plus £1.70 p&h. 0 86021 617 9.
Decisions at 15/16+. By Michael Smith
CRAC/Hobsons £2.20. 0 86021 627 6.
Action on Unemployment
Church Action with the Unemployed, 146 Queen Victoria Street, London EC4V 4BY. £2.95. 0 86082 470 5.

Careers Education and Guidance is a handbook and guide to careers education, guidance and training for newly-appointed careers teachers and those responsible for such courses. The book is in five parts covering the aims and definitions of careers education, its place in the curriculum, the role of the careers teacher and advice on designing a careers education programme. Although the book seems over-priced for a 160-page paperback, it is full of useful information including, for example, how to set up a careers library and ways of interviewing and counselling students. Many teachers will find the section on "Careers Infusion" helpful, as it is important to involve as many different subject specialists and departments as possible so that careers education is not seen as isolated from the rest of the curriculum.

Michael Smith's *Decisions at 15/16+*, now revised and rewritten, will be familiar to many involved in careers education. This is a must for any careers room; I have found that students will refer to it again and again. It has a chatty style, lots of cartoons and diagrams and a detailed job-reference grid. There are also familiar tips on study skills such as planning revision and getting outside commitments sorted out before the exam countdown.

Action on Unemployment is a handbook listing 100 projects set up for the unemployed in the United Kingdom. Church Action with the Unemployed is an ecumenical charity founded in 1981. The projects are listed in alphabetical order by county and each has a detailed description. In Gloucestershire, for example, a scheme aims to fill the gaps between the YTS and TOPS. In Coventry, the cathedral is used as a resource for slow learners providing training for four people.

Practical Approaches to Careers Education (fourth edition). By Catherine Avent
CRAC £8.95. 0 86021 763.
Successfully Ever After. By Shirley Sloan Fader with Penny Kane
Piatkus £7.95. 0 86188 330 6.
A Positive Future: A Careers Guide For Parents. By John Morrison
Hutchinson £4.95. 0 09 161391 4.
Careers in Fact and Fiction. By J K and R B Beinstock
American Library Association/Eurospan £18.95. 0 8389 0424 6.

"Practical in intent and pragmatic in approach." That is how Catherine Avent, recently retired ILEA Senior Inspector for Careers and doyen of the careers education world, describes the fourth edition of her important and influential book. First published in 1974, the book still retains its enthusiasm and pioneering zeal for careers education and guidance as well as its practical use for school practitioners. It is not only a statement as to the importance of careers education as a preparation for adult life but also an invaluable guide and handbook for headteachers, heads of careers departments and careers teachers.

Successfully Ever After, although targeted for the needs of women already at work, could be used by sixth formers and college students in working out how to succeed after obtaining a job. The authors, a journalist and a careers expert, cover a range of questions from how to deal with criticism and praise at work, to salaries, fringe benefits, and the dos and don'ts for succeeding after a promotion. This is a lively, simple and well written book. It takes the same approach as the assertiveness-training that many women follow to help them handle pig-headed male prejudice.

A Positive Future aims to assist parents in advising their children on a choice of career. The book is full of information on every aspect of parental roles, education and training, jobs, and option choices at 13, 16 and 18. It is not particularly easy to use: the layout is complicated and the language dull. The book is also based on the arguable premise that youth employment prospects will substantially improve over the next 10 years.

Careers in Fact and Fiction is a fascinating book aimed at the US market but of value to careers guidance teachers in Britain. Taking over 160 career fields as wide-ranging as Accountant, Astronaut, Homemaker and Health Worker, and using over 1,000 books, the authors cite relevant works for each occupation. So if someone was considering working in a museum, they would find on page 72 a reference to *The Man from Greek and Roman* by James Goldman, a novel about an American curator who investigates the theft of a rare Roman chalice by travelling to Europe. It's an interesting idea, but I hope that at £18.95 the distributors give substantial discounts.

CHILDREN'S LITERATURE

Board books, cloth books, pneumatic books for the bath – ingenuity knows no bounds when there's a brand new readership at stake, and baby books have been one of the big publishing successes of the last decade. While the West Coast superbaby ("taught her to read at six months") may not have found favour over here, it now seems popularly accepted that the book habit is a Good Thing and best started young.

Illustrated alphabets had been around for some time before Helen Oxenbury's *Baby Board Books* took the market by storm five years ago. The blobby pink infant with the pin-prick features shown engaging in various babyish pranks – beating a tray with a spoon or pulling off his socks – has since won his way into the hearts, or at least the homes, of more than three million young readers.

The latest offering from the same publisher, Walker Books, seems unlikely to appeal on the same scale, though the series Look at me (four at £1.95 each) does have many admirable features. Beautifully produced in lovely glossy colours on thick board, Jan Pieńkowski's arty cut-out pictures are just too abstract. I puzzled over some pages for several minutes before comprehension dawned, and my junior researcher, one-year-old Lettie, barely gave the books a second look. When you've never seen a real frog, a highly stylized one who catches ladybirds on a long pink tongue is not going to mean much; nor is the mouse, seen from above and defying gravity, running down the pop-art curtains.

The overall design of the Pieńkowski series is first class however, each book having five chunky leaves cut in the shape of the animal described. Thus "Look at me . . . I'm cat" can be grasped by its pointed ears and "frog" by his bulgy eyeballs at the top of each page. New pages which stick or edges which resist fumbling little hands can be a major stumbling block when the reader's attention span is a few minutes at most.

Colin Hawkins' animal series (Methuen, £1.25) fulfils all the requirements of easy handling and simplicity. But perhaps his delicately coloured cartoons (of pets, zoo animals, farm animals, park animals, with a single word caption to each double page) will appeal more in their cheeky humanoid way to adults who buy the books than to the recipients.

Many candid parents will confirm that their child's first favourite reading is the mail order catalogues. Mothercare is nearly always top of the pops, with its lifelike images, familiar domestic situations, and lots of little people in high-chairs and rompers, because when all's said and done, babies like looking at babies best of all. Children's photographer Camilla Jessel has cashed in cleverly on this observation with her two *Babydays* books, Baby's Bedtime and Baby's Clothes (Methuen, £1.95). These were Lettie's favourites of the batch. One photo in particular, of a West Indian baby cleaning his teeth, prompted laughter every time. There are also beautifully caught snaps of babies of every race and hue having a bath, peeping through the opening of a vest, pressing a nose against the mirror, and finally, zonked on the pillow.

Bedtime is the theme of Susanna Gretz's exquisitely drawn Teddybear board books (A & C Black, £1.50) which walked away with last year's Smartie award. All four books (Hide-and-Seek, I'm not Sleepy, Ready for Bed and Too Dark!) take the form of an amusing sequence ending in one or all of the colourful bear characters (with names like John and Andrew) comfortingly snuggled up in bed. With their short, neatly scanning texts, these books make perfect material for an evening session of parent and toddler reading together – as well as a useful lure for reluctant sleepers.

Jenny Gilbert

Left: an illustration from Little Wheels, *a chunky Peep and Play Concertina Book from Methuen. Also available* Baby Birds *(£1.95 each).*

Technical Typing Tasks. By U A M Carnegie.
Macmillan £5.95. 0 333 366721.

First published in 1983, the aim of this book is to provide students and teachers with a variety of technical material for keyboarding, whether on typewriter or word processor, and produce facts and figures clearly and simply so that they are easily understood by the reader. The emphasis is on proof-reading and good presentation.

Much of the material has an Australian flavour, because the author now works there. There are 50 tasks and these include lists of international symbols in four languages. Some background information has been given with the tasks in order to provide a framework for understanding, so that the tasks can be as meaningful as possible. Students may have some difficulty reading the manuscripts, and there is no key.

The book would be suitable for intermediate students preparing for advanced examinations and employment, as well as those requiring specialist training in technical keyboarding.

Typing Skills Book II. By Thelma J Foster
Stanley Thornes £4.95. 85950 160 4

Attractively printed with the use of red breaking up the monotony of black and white, this book revises the theory in *Typing Skills Book I*, and covers the remainder of the CSE work, plus that required for RSA Stage II, and LCCI Intermediate Typing.

Eight sections covering over 80 exercises and 10 progress tests arranged at intervals give a very comprehensive coverage of the theory and practice required to attain the intermediate level of typewriting.

Many exercises are relevantly and interestingly linked with office practice and, as in Book I, there are exercises correlating the use of English with typing. Full punctuation is introduced from the beginning, in addition to "open" punctuation, so that students become familiar with each style and will have no difficulty adapting to that favoured by a future employer. A list of commonly misspelt words has been included for practice purposes.

Progressive Tabulation Work. By Jennifer Iles.
Pitman £2.95. 273 02350 0.

For those who have already acquired keyboarding skill and wish to improve their tabulation work, this book gives ample scope for practising both the blocked and centred styles. There are 15 sections with detailed instructions on points of theory, followed by 148 exercises, from the basic rules to the most complex tabular work likely to be encountered in examination and employment.

Margaret J Harrison

New Careers Books

A Career in Computers
Paul Greer
For those who are fascinated with computers and are thinking of a career in the industry, the author, in an interesting, easy-to-read and jargon-free text, looks at computers and the part they play in the world today; he explains the basic structure of the computer industry and the variety of jobs within it; and discusses the ways of obtaining work with computers and the personal qualities and qualifications necessary.
0 7134 5105 X 112pp 13 illus February
216 x 138mm Hardback £6.95

Working in the World of Sport
Mike Banks & Mike Yaxley
The world of sport offers many exciting opportunities to young people. This straightforward and interesting text describes the professional in individual and team sports, and covers a wide range of jobs connected with sport in general. Details of qualifications and personal qualities required are given together with sound advice on how to find the particular job you want.
0 7134 1191 0 112pp 10 illus January
216 x 138mm Hardback £6.95

Floristry Handbook
Rona Coleman
Floristry involves the preparation and presentation of cut flowers and foliage ready to sell in the flower shop. This is a complete reference to professional floristry techniques including an under-standing of retailing and management.
0 7134 5143 2 184pp 78 illus March
216 x 138mm Hardback £8.95

Manicure and Pedicure Handbook
Joy Morris
Whether as a student or a practitioner it is important to keep up to date with new materials, equipment and techniques. The author includes not only the necessary basic information but also the latest forms of treatment using new technology. The book covers the syllabus for the City and Guilds Certificate 762-1, and the manicure and pedicure certificate syllabus of both the International Health and Beauty Council and the Confederation of Beauty Therapy and Cosmetology.
0 7134 4717 6 128pp 43 illus March
216 x 138mm Hardback £6.95

Becoming a Nursery Nurse
Margaret Cullum
If you are given the responsibility for the care of young children it is of the utmost importance that you have correct and adequate training. In a very readable text, with clear and interesting photographs, the author describes the practical work nursery nurses will experience during training and the subjects they will be studying.
0 7134 4830 X 64pp 25 illus April
220 x 190mm Hardback £5.95

Becoming a Hairdresser
Pauline Wheatley
To become a qualified hairdresser it is necessary to ensure that you choose the best possible training available to meet your particular needs. The author tells you what to expect from the day you begin your training to the day your receive your hairdressing certificate, whether you train as an apprentice, take a full-time course at a college of further education, or study at a private school.
0 7134 5080 0 64pp 23 illus April
220 x 190mm Hardback £5.95

Batsford 4 Fitzhardinge Street London W1H 0AH Tel: (01) 486 8484

Scenes of America

Brighton Beach Memoirs. By Neil Simon
National (Lyttelton) Theatre.
Across from the Garden of Allah. By Charles Wood
Comedy Theatre.
Glengarry Glen Ross. By David Mamet
Mermaid Theatre.
The Apple Cart. By Bernard Shaw
Theatre Royal, Haymarket
Not About Heroes. By Stephen MacDonald
National (Cottesloe) Theatre.
Romeo and Juliet. By William Shakespeare
The Young Vic.
Progress. By Doug Lucie
Lyric Theatre, Hammersmith.

Brighton Beach Memoirs chronicles a week in the life of the Jeromes, a second-generation Jewish-American family eking-out a precarious existence in New York, 1937. Poppa loses work, Stanley his week's wages, sister-in-law Blanche her suitor, Momma her temper, Eugene his innocence. Compared with what relations have lost in escaping from Poland, these are nothing. Their needs and Poppa's kindly wisdom reunites the family.

Simon's avowedly autobiographical play is beautifully written, superbly acted, lovingly directed (Michael Rudman) and brilliantly staged (Carl Toms' 1930s Group Theatre multi-roomed house). The delightful mixture of Jewish humour, pragmatism and sentiment never degenerates into sentimentality; nor is character debased by caricature. Frances de la Tour's Jewish mother is archetypal: fiercely loving, argumentative, illogical. And Harry Towb's conscientious father ("born aged 42") is the best thing I've ever seen him do. Steven Mackintosh's Eugene relives the mercurial passions of adolescence showing us Simon's first steps on the way to becoming a writer in a Norman Rockwell America where truth, honour, self-respect count.

America nearly 50 years later is another world as presented in *Across from the Garden of Allah* and the revival of the NT's 1983 production of *Glengarry Glen Ross. The Garden of Allah*, Nazimova's star-guest hotel, has long been demolished but it lives in the mind of cinema-buff Barbara – "faded English beauty" – who has come to Hollywood where her screen-writer husband Douglas (Nigel Hawthorne) is to rewrite his treatment of *Vile Bodies*. Apart from an orgy-actor bell-hop (Andy Lucas) – "a pro never penetrates" – they respond to unseen characters' indecent propositions and find themselves surrounded by faggots and whores, arrested and manhandled for taking a walk, terrified in a place where morality and order seem to have broken down. Glenda Jackson faithfully charts Barbara's rising terror and gives her a wonderful deadpan delivery which wins laughs. But it is a nihilistic piece which seems to have been written to let off spleen.

Glengarry Glen Ross meticulously details life among wheeler-dealer real estate salesmen desperate to get good leads. Desperation leads to a break-in which results in a break-up of the sales force. The cruelties of American capitalism and the obscenities of everyday US conversation are powerfully portrayed in acting which looks amazingly like real life.

Real life never makes an appearance in *The Apple Cart* which does not prevent it from being very enjoyable. Shaw's characters, mostly cardboard, are given the full actor's treatment by a geriatric starry cast. His witty prognostications about a future UK run by multi-national companies; with America rejoining the British Commonwealth, sharing the monarchy, reducing the mother-country to another star on America's flag – all seem prophetic, relevant, timely in a week when the heir-apparent was cutting cakes in Texas. Peter O'Toole's trance-possessed King Magnus speaks well. Those with memories of the 1953 Noel Coward/Margaret Leighton production in the same theatre will murmer "Ichabod".

The untimely death of Wilfred Owen was a glory departed for fellow-poet Siegfried Sassoon. Their brief friendship is movingly recounted in *Not About Heroes* in which author Stephen MacDonald plays Sassoon and Simon Dutton is Owen. Michael Simpson's sensitive direction, Alison Chitty's spare, beautiful design and the actors' exquisite underplaying make the production a gem to be treasured by all who love good literature and want theatre to articulate larger issues like peace and war. A level English students should enjoy it.

They might also be titilated by the bawdiness of David Thacker's leather and jeans production of *Romeo and Juliet* but disappointed by its lack of romance. Sex without love leads to rape, disgust, despair in *Progress*. Well-acted, it is a bleak exposé of hollow trendiness in NW6.

John James

Coming of age

Just You Wait.
Belgrade TIE Company, Belgrade Theatre, Coventry.

Founder of the Theatre in Education movement, the Belgrade Theatre's TIE Company in Coventry is currently celebrating 21 years of work in the city's schools. Focal point of the celebrations has been the company's annual production in the theatre's main auditorium, an original play, *Just You Wait*, written by two former members of the TIE team, Linda Bassett and Stephen Ley (who also directs), with additional research from Monica Troughton and Brendan Murray, a former head of the team. It's very much a company show of the kind which they produce every term for performance in schools, with a serious, controversial theme (racial prejudice and hatred), dramatically interpreted through the lives of a group of ordinary people.

Wisely, the tinder-box theme has been defused a little by setting the play in postwar London when, in the late Forties and early Fifties, Oswald Moseley's Fascist movement was making life cruelly unpleasant for many Jewish families. Distanced in this way, the company are able to explore and present many situations that hold true today for families in our big cities, and to show the effect of adult conflicts on the lives of young children whose natural reluctance to erect such barriers is quickly overcome by the entrenched fears and taboos of their elders.

The strengths of the play lie in areas that we've come regularly to applaud in the work of this company; in the authenticity of the material (an authenticity which is brought strikingly to life in the smoke-caked walls and stairways of Elliott Grey Turner's excellent set, where surviving terrace houses are cheek by jowl with the new tower blocks of London's East End), in the finely tuned acting skills, which present a number of characters in detail, from their patterns of speech to the small mannerisms which are the body language of inner feelings. In this context Lyndsay Johnson deserves special praise for her portrait of a 10-year-old girl, daughter of the policeman whose family has become unwittingly embroiled in their Jewish neighbours' problems.

Where the production falls short is in the rather ponderous pace which prevents the play from becoming, except for brief moments, really dramatically absorbing. The many short scenes, in which the essential background of relationship building intersperses moments of strong dramatic action, would have worked quite successfully in a school hall or studio theatre but it lacks the overall theatrical weight and power to dominate this large auditorium.

Ann FitzGerald

Above: Monica Troughton, Doreen Blackstock and Brian Bishop in a scene from the Belgrade TIE Company's 21st Anniversary production, Just You Wait.

Television

Paradise lost

"You can't show me anything new. My husband was in the armed forces". At times, in **Insurance Man** (BBC2, February 23), a typical Alan Bennett non-sequitur poked through the more existential absurdity of Kafka's universe, like a Good Soldier Schweik doing guard duty in the Castle. Overall, the existential message weighed heavier: "we cannot compensate people for being cast out of paradise", and it was an accumulation of minute accidents that resulted in Franz's condition. But somewhere, down the blue-lit corridors of the Workers' Accident Insurance Institute, there was an NHS out-patients department where a one-legged man joked about his condition in pure Bennett English.

At the other end of that corridor, Tony Hancock gave blood to a whole line of British comedians. I used to listen to **Hancock's Half Hour** on Sunday afternoons, on the "wireless", a walnut cabinet that only revealed its contemporary function half-a-minute after being switched on. But this antique did not allow me to follow Hancock's transition to television, so the repeats (BBC1, Sundays, from February 23) combine novelty with nostalgia. Not to be missed.

Nostalgia, perhaps, for the innocence of *Dixon of Dock Green* and the false sense of security commemorated in **Passing Clouds** (ITV, February 26) – for a time when advertisers could legally inform you that cigarettes made you calmer and more attractive to the opposite sex, and had no adverse effects on your lungs, provided you smoked the right brand. As the programme demonstrated, there are representatives of the tobacco industry who still live in this state of innocence, just as there are spokesmen for the Police Federation who would like us to believe that George Dixon still presides down at the local nick.

Panorama (BBC1, February 24) and **The London Programme** (ITV, February 28) dealt with the uncomfortable subject of police violence, especially in London where, in one borough alone, there are some 400 complaints every year. Both programmes used much the same material to reach the same conclusions: mistrust of the police on this scale disastrously reduces their effectiveness in preventing and solving crime, and the standard of proof required to convict an officer of assaulting a suspect means that too few are disciplined for offences. They also implied that the level of police pay, far from attracting a better type of officer, has meant an increase in those less motivated by the idea of public service. Was there a coded message here for the teachers?

Robin Buss

First knight

Fierrabras. Opera in three acts by Franz Schubert. Translation by John Warrack
Oxford University Opera Group, Oxford Playhouse, February 22

Chivalry, jealousy and passion, with Charlemagne's crusading Franks triumphing over the Moorish heathen amid much clacking of cardboard cuirasses and waving of scimitars. Within a plot no more ridiculous than many, *Fierrabras*, Schubert's second opera of 1823, would appear to have been unjustly neglected, having to wait until 1986 for the Oxford University Opera Group to give it a thoroughly enjoyable British "first".

Low budget on this occasion meant gowned and hooded Frankish knights filing into High Table (or perhaps High Street?) battle with punk-style Moors. Once disbelief was suspended it seemed permissible to laugh at the fainthearted knight Eginhard (pleasantly sung but solidly portrayed by Neil Lunt) as he failed to perform the heroic deeds required to win the hand of King Karl's daughter Emma (Ann Todd). Yet mirth is of course completely outside the serious tradition to which the opera belongs.

Opera North producer David Gann suggests that the opera is a medieval fantasy which should inspire the audience "with a willingness to play". Thanks to Schubert's delightfully varied score, this is exactly what happens. The choral writing in the opening spinning chorus and the unaccompanied chorale sung by the Frankish knights in gaol cannot be bettered even in *Fidelio*. In an operatic scene dominated by the Italian operas of Rossini, Schubert's writing for soloists and ensemble overrides the woodenness of the drama that is inevitable from a composer who never saw any of his full-scale operas performed on stage.

The mainly university cast was supplemented by five professionals, dominated by Covent Garden tenor Paul Wilson, whose stature as a singer and an actor transformed the title role. Alison Truefitt as his sister Florinda had the more interesting of the two female roles and Christopher Parkes of St John's College was impressive as Roland. Despite its dramatic ponderousness, *Fierrabras* has a score that demands to be more widely heard.

The first London International Festival Opera Festival (March 12 – April 19) places an emphasis on youth with a performance of Smetana's *The Bartered Bride* by pupils from Prince William School Oundle in the Covent Garden Piazza, backstage tours of the Royal Opera House and a special scheme allowing the under-30s a 50 per cent on all seats at the Royal Opera and English National Opera

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Sense of direction

Merseyside Youth Orchestra
Liverpool Philharmonic Hall, February 22.

The highlight of this Merseyside Youth Orchestra concert was a new work by Kenneth Hesketh. A rather lack-lustre Dvorak's Overture My Home, an imprecise Valse Triste by Sibelius and Arthur Sullivan's Irish Symphony completed the programme.

The energetic attack of Hesketh's First Symphony was welcome. The work was commissioned from the 17-year-old percussionist who joined the orchestra at 14 when he offered them his first composition, a scherzo, now part of the repertoire. He has since studied composition at St Mary's Music School in Edinburgh. In 1984 he was joint winner in the BBC Radio Merseyside Hymn/Anthem competition.

In a markedly English tradition (Howells comes to mind) the symphony is characterized by a strong sense of direction, both rhythmic and harmonic. The first movement features solo passages, demonstrating understanding of the qualities of individual instruments and resulting in some flamboyantly celebratory moments and lyrical contrasts; the second ambitiously involves some lively juxtapositions; the third begins in the subdued tones of the first and ends in exhilaration. The work lasts just 30 minutes.

Conductor Edward Warren might throughout have imposed a more stringent and exacting discipline, particularly upon the string section whose thin tone in the upper register is disappointing. A sharper definition would have served Hesketh better. As yet he has not found complete independence from the clear influences of Walton, Holst, Vaughan Williams, even Debussy, yet his writing is by no means merely imitative. Already his grasp and control of original melody and orchestral mood are impressive.

Stella Flint

Brits and Romans

Caractacus
Brewhouse Theatre, Taunton.

Divided somewhat unequally between Brits and Romans, over 100 boys from Pyrland Hall (the preparatory school for King's College, Taunton) romped through an exuberant version of first century history on the stage of the Brewhouse Theatre recently. They were giving the first performance of *Caractacus*, a musical play written by Josephine Poole, author of children's books and wild life television

It was an ingenious production, making a virtue of outrageous anachronisms (a prophesying druid stands naturally beside an easily bribeable trade union leader) and providing great opportunities for guying the simpler Latin tags. The story line was held together by a series of witty back projections, which gave the supposed location of each scene; by a municipal road sweeper, who read out cryptic notes on the course of the action; and by sandwich boards presenting such information as "Brits outnumbered".

since last September. They stoutly refused to let girls take the female parts, and Cartimandua, the wickedly beautiful queen of Brigantia, was played as a 1920s vamp complete with gold lamé and a pink feather boa. Ostorius, the successful but nonchalant commander of the legions in Britain, proved to be a low key, natural comic; and Caractacus himself, a part taken suitably by the head boy, showed both authority and wit.

The play's versatility and huge cast

Pictures of Japan

Heinosuke Gosho: A Pattern of Living
National Film Theatre, March 4–31
The Empty Table (PG)
Academy Cinema, Oxford Street
Akira Kurosawa Guardian Lecture
NFT, March 2

In a career that lasted from 1925 to 1968, Heinosuke Gosho made 100 films. Five of them were shown three years ago in the NFT season of Japanese cinema from 1930 to 1950, but apart from such occasional screenings, his work is virtually unknown here and the NFT season is an exceptional opportunity to assess a director who is interesting from every point of view: as a film-maker through his technique of creating a mosaic of brief shots and as a leading exponent of the "everyday life" genre which combines a feeling for domestic situations and an awareness of social context to give an intimate picture of Japanese life before and after the war.

He tends to choose a setting like a hotel (*An Inn at Osaka*, March 4), a convalescent home (*Dispersing Clouds*, March 11) or a tenement building (*Where Chimneys Are Seen*, March 14) which allows him to show the connected lives of a variety of characters. The settings are finely woven into the story (the factory chimneys return as a leitmotif throughout the last of these films) and Gosho is particularly effective in his treatment of female characters like the woman trying to escape from her wartime past, the prostitute in *Growing Up* (March 13), the working wife (for example in *Twice on a Certain Night*, March 28). Don't be discouraged by the odd titles from discovering a director whose work combines understanding and humour in a fascinating portrait of Japanese daily life.

Masaki Kobayashi's *The Empty Table* is a comparable family story in a contemporary setting, showing how a company director deals with his son's imprisonment for a terrorist kidnapping. In the conflict between individual ("Western") and social values that results, the family is devastated; the daughter suggests that her father might commit suicide to expiate her brother's guilt, and the mother is in fact driven to madness. In the end, the reconciliation of the father's belief in individual responsibility and the primacy and continuity of family life, is no glib solution, but consistent with the argument of the film and the characters, particularly that of the father, played by Tatsuya Nakadai. This is an exceptional piece of cinema acting, aloof and almost expressionless, but conveying intense emotion.

Tatsuya Nakadai is the star of *Ran*, Akira Kurosawa's version of *King Lear*, which opens in London today. Kurosawa has been in London to accept the Fellowship of the British Film Institute and to give the Guardian Lecture on March 2. From March 21, the ICA is showing *A. K.*, Chris Marker's documentary on the making of *Ran*, so this is Kurosawa Month.

It may overshadow the quieter achievements of Gosho: you might just call *Ran* a "family film", I suppose, but no one would describe it as intimate. Interviewing Kurosawa at the NFT, John Gillett pointed to the importance of the award to *Rashomon* of the Golden Lion at the 1951 Venice Film Festival which had convinced Japanese producers that their work might be appreciated in the West: Kurosawa revealed that he had not even been told that the film was being shown in Venice. Now, ironically, he has had to look to French money to make *Ran* after proposing it for sponsorship to some major Japanese companies. They must be kicking themselves: perhaps their remorse will help finance a new "springtime" for Japanese cinema, after what Kurosawa called the "dark ages" of the Seventies.

Robin Buss

Feel free

The Human Touch: Sculpture of the Human Figure
British Museum until March 16.

The title of the current exhibition at the British Museum may sound strange but the explanation is both simple and unusual: visitors are not only allowed, but actually encouraged to touch the sculptures.

Primarily aimed at the visually and physically handicapped, the exhibition has been designed to interest as wide an audience as possible and the overwhelming response – on a Friday morning the exhibition was full – proves its success. Visitors were to be seen caressing the sculptures; feeling every inch of the surface and smiling the while: touch is a more directly pleasurable experience than sound of sight and it is also necessary for the full aesthetic experience of sculpture. Every sculptor worth his salt knows this; Brancusi knew it when he carved his perfect marble egg, the "Sculpture For The Blind".

This is why materials or texture are just as important as shape dimension or colour and the 20 sculptures on show prove it. Apart from delighting, the aim of the exhibition is also to instruct by presenting a selection varied both historically and geographically.

Examples range from Egyptian sculpture from the Middle Kingdom to the early 20th century black wooden "Male Figure" from Nigeria. There are sculptures from the Marquesas Islands, India, ancient Rome, Egypt or Mesopotamia as well as New Zealand. The only common denominator is the subject matter: the human figure. Even here the difference between the realistic approach of the Roman plump little white marble Cupid and the highly stylized limestone "Male Figure" from South Arabia is striking. Not only the degree but the types of stylization used reveal an infinity of possibilities, even within such a restrictive iconographical range as that afforded in sculpture.

The current exhibition follows an earlier experimental one, entitled "Please Touch" of 1983. Unfortunately, given the preciousness of the sculptures as well as their need to rest after so much touching, however lovingly, this means that such exhibitions can never travel.

The British Museum have offered, however, to assist other museums interested in organizing similar exhibitions and enquiries are fast pouring in.

Sanda Miller

Male figure, South Arabia c4th–2nd century BC.

New status for TYP

The Arts Council, in conjunction with the 12 Regional Arts Association in England, today publishes **A Policy for Theatre for Young People.**

The document grew out of the recommendation made by the Arts Council national conference, "Theatre and Education", held at Warwick University in July 1984. This was attended by theatre practitioners, teachers, youth workers, representatives of local education authorities and arts funding bodies. The conference, chaired by Roy Nevitt, member of the Arts Council drama panel and chair of the drama project committee, gave overwhelming support to the creation of a comprehensive national provision of theatre for young people.

The Arts Council's policy will be to emulate in England the partnership initiative already taken in Wales. The Welsh Arts Council has established a company providing TYP in each of its local education authorities, with funding shared between the l.e.a.s, the Regional Arts Association and the Welsh Arts Council.

The Arts Council and the regional associations will therefore attempt to companies already active and to improve funding throughout the country. They will encourage local authorities to review their policies with regard to TYP and establish adequate provision.

The Arts Council and the RAAs meanwhile will aim to implement various schemes to encourage new writing for young peoples' work, to develop opportunities for training practitioners in TYP, and schemes whereby individual professional theatre artists work in education and the community. There will be a more coherent system of regular assessment involving a company's appraisal of its own work as well as the opinion of the appropriate funding bodies.

Some funding has been found for this policy in the initial phase of the 1984 Arts Development Strategy (*The Glory of the Garden*). The crunch comes in the final paragraph, however: "Both the Arts Council and Regional Arts Associations recognize that full implementation will depend critically on the raising of extra funds from Central and Local Government." Roy Nevitt, who has spent many years in ness of the importance of TYP. "Our trump card is that anyone who sees the best TYP companies cannot doubt the value of the work. I don't know of a better medium whereby children can learn. It is superior education and superior theatre."

The policy statement is to be welcomed by anyone working in theatre for young people – in any of its manifestations, from youth theatre to TIE – and in education generally, if only because it is an attempt to give such work the status it deserves. Roy Nevitt, who helped to draw it up, sees the document as a way of raising consciousness about TYP and says that the Warwick conference and the drafting of the policy have already begun to bear fruit in some areas.

The only disappointing note in the whole document is that youth theatre, ie work done by the young people themselves, is still seen to be outside Arts Council responsibility. This despite the fact that RAAs support regional youth theatre. The National Youth Theatre of Great Britain is once more searching for funding.

Literary competition

Competition No 72. Report by Charybdis

You were asked for an excerpt from a travel book rugged even by the standards of the intrepid Dervla Murphy (not forgetting her equally indomitable daughter Rachel).

Apologies to competitors given less time than usual to enter (or debarred from entering altogether) by current distribution difficulties. Better luck next time. Fortunately, though the total number of entries was inevitably diminished, competitors in parts of the kingdom still refreshed by the supplements, came through sufficiently strongly to give us a publishable feature. However, in the circs, I am withholding £15 of this month's prize-fund for bonus distribution to the next bumper-entry.

Dervla Murphy's own books display such a splendidly long-suffering and resilient humour that I am confident she will (if she ever sees this) take Ralph Goldswain's anticipation of her *next* opus in good part. £10 to him. George Moor came stampeding back into prose form with three entries, all of which showed in superlative degree that casual throw-away hyperbole so characteristic of this genre at its funniest. Each one wins £6. I trust his local branch of M and S offers him some attractive discounts for his kind commercial. Perhaps Hush Puppies will do the same by Reg Shaw's marvellously improvident polar traveller, whose arctic endeavours earn him £7. Finally, £5 each to V Ernest Cox and R H Bourne for their appetite-obliterating single sentences.

LEAPING ABOUT IN LESOTHO

It was three hours since I had yanked Rachel out of her bug-bag. "No faint-hearts," I cried. "We've got a full day to cram in. And no bawling."

The dawn sky was exploding with purple and crimson as we pedalled towards the border. Some charming South African soldiers, their faces wreathed in smiles, greeted us. After we had filled in a lorryload of forms we were waved on our way. The heat was violently attacking us and I could have drunk a gallon of camel urine by the time we got to Maseru. Rachel was whining and I began wondering whether I had spawned a wimp. The market assaulted the eyeballs with colour – reds, blues, yellows and all their permutations. The range of humanity knocked me flat – lepers, cripples, blind lepers, blind cripples, all combining in a glorious picture – the human equivalent of a flower arrangement.

Ralph Goldswain

As the cannibals advanced, the old school motto "If You Can't Beat Them, Join Them" flashed before my eyes, and I took an immense bite out of the first matriarch, then another and another. In my famished state, I found her simply delicious. The Mwezi-mwezi halted, dumb-founded. I had turned the dinner-tables, as it were. Then came that clucking which among the Mwezi-mwezi signifies hearty approval. One of them – who I later found out was the High Priestess – handed me a gourd full of mixed herbs that they use as a sauce.

I gritted my teeth and held on. The good old faithful Marks and Spencer plastic carrier bag over the snout did not give and the tights from the same store made a pair of admirable reins. The craven and by now cowed crocodile made straight for the bank where the Ngumas were lying flat on the ground to receive me as a god. There would be no problem about getting bananas from then now. But of Tina and the tandem there was no sign. . .

It was tedious masticating the stringy roots to extract a minute bubble of the precious gombé. Even worse at that height was the night cold. Henry, as the ornithologist of the party, had the idea and task of gathering the wind-dried vulture-droppings, which made a tolerable blaze. After three weeks we had chewed enough roots to set about constructing a light suspension bridge. Even Tepi-tepi for once emerged from his Chilapan moroseness.

I shall never forget my awed thankfulness as the gombé began to set about the rolled up strips of our last piece of clothing, Tepi-tepi's breech-clout. We pushed out the bridge frame, and, frozen, emaciated and dizzy, crawled one by one across the lattice over the chasm where, a mile and a half below, the rapid Boala could be heard distantly raving.

George Moor

It was chilly as I struck out alone into the Polar twilight. With hands in pockets for warmth, I kept slipping on the ice in my Hush Puppies, but soon I was glad of my red marking biro when confronted by a 300lb polar bear. A quick jab in the eye sees them off, I've found.

The bear couldn't run far as we were now marooned as a smallish floe with a solitary igloo where I sought shelter. A toothless and overpoweringly smelly Eskimo lady dragged me in and buried her gums in my neck by way of welcome.

My three-piece suit intrigued her and soon she was exploring its most intimate recesses.

Faced with the alternative of escaping into the artic night with a ravenous polar bear I stayed until spring, but never got to know her name.

Reg Shaw

. . . We dined on sand-baked camel hump which has the wonderful taste and consistency of greasy loft insulation. . .

V Ernest Cox

. . . I remembered now how Olaf, his normally cheerful face a little contorted as he plucked the more persistent leeches from his blond beard, turned to me and unselfishly offered me the juiciest of them. . .

R H Bourne

Competition No73. Set by Scylla

A Pentelope (invented by Dillwyn Knox) is a poem of five lines, each of six syllables, the rhyme scheme made up by the vowels (or the sound of the vowels) being in their correct order – a,e,i,o,u. Here is an example:

My Saville Row hatter
Has sent me a letter
To say I'd be fitter
If I wore a boater.
He must be a nutter!

Other possible words in this rhyme scheme could be: hater (or water), beater, fighter, otter, and neuter. Some Pentelopes please, funny or serious by March 19.

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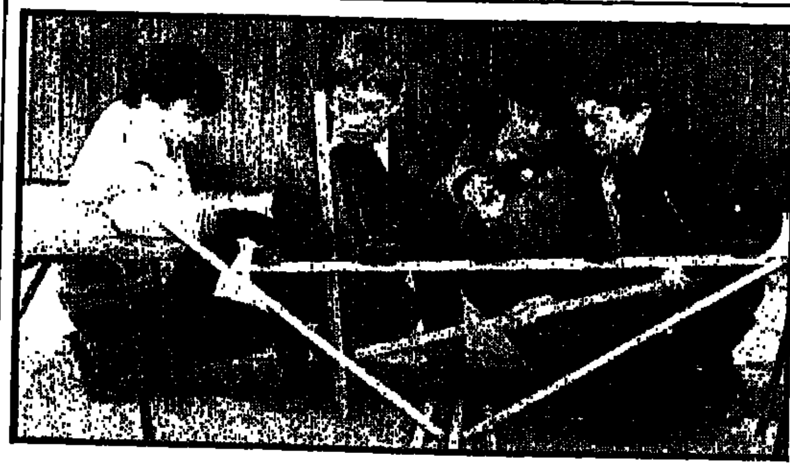

Builders' mates

Mary Cruickshank discovers what children can do with real materials

The lack of three-dimensional work in primary schools is something that art advisers and inspectors have been pointing out for years. Where primary schools do offer opportunities, they often tend to be limited to sand-trays and plastic blocks, or lightweight materials such as cardboard and cartons.

The Builders Project – a loan scheme of "real" materials – was devised by Peter Dixon and Tony Garnett of King Alfred's College art department in Winchester to make up for this deficiency. As a result, a number of Hampshire schools have had their resources for three-dimensional work extended in an exciting way.

"Small children live in a totally three-dimensional world. When they start school they need to have the range of materials they work with widened, not narrowed," according to Tony Garnett, head of art.

A DES grant was used to build a small store and to purchase a variety of materials. These include white builders' bricks, planed wooden sticks and blocks of varying sizes, bucketfuls of assorted stones, pebbles and gravel, polythene sheeting, assorted ropes and plastic pipes and tubing. They are stored in milk-crate sized boxes and borrowed by local schools for half-term periods.

After successfully experimenting with its own students, King Alfred's made the stock available to local schools. So overwhelming was the response that the department found itself temporarily depleted of supplies for its own work.

In fact the materials have proved challenging and stimulating when used with all age and ability groups. One of the most successful projects was with a group of 11–16 year olds from a special school in Basingstoke. College students work in complex forms and symmetry, while young children explore different shapes and textures. Fabulous fantasy worlds of water gardens and islands can be created in huge, shallow ponds constructed with bricks and polythene sheeting. As well as extending manipulative skills, the materials offer the technical and intellectual challenges of constructing bridges and towers of whatever else may capture the imagination.

Lockerley Primary School, a small village school about five miles from Romsey, has borrowed six crates worth of materials – bricks, long sticks, wooden blocks, plastic tubing and stones and pebbles. Rachel Rowland, who teaches at the school, is also a part-time art diploma student at King Alfred's. She is enthusiastic about the ways in which the materials have developed the children's powers of observation and encouraged them to look at things from different angles.

When I visited the school a couple of weeks ago a class of mixed ages were eagerly at work. A Stonehenge-like structure built from wooden blocks occupied part of the classroom floor. A child carefully placed the lintel across the final archway and concentrating hard, eased himself through into the enclosure. In another corner a decorative mosaic of different sized stones and pebbles depicted the simple figure of a girl, while another group had transformed the plastic tubes and piping into a "housework robot".

Out in the playground the white bricks formed the interlocking network of a maze. The group who had made it were measuring the time it took to reach the centre, both with and without a blindfold. Another group worked on constructing a bridge, designed to carry a load of at least four kilograms – the width of the bridge, suspended between two chairs, had to be longer than the longest stick. Some of these problem-solving tasks had been presented by the teacher, others had been devised by the children themselves.

The work leads naturally into many other areas of the curriculum and one of its great strengths, according to the head, Greg McCann, is the way in which it integrates different subject areas. He also values its contribution towards the social development of the children, who learn to cooperate and respond to each other's ideas. "It's not only good for the individual child, extending him and helping him develop an inquiring mind and physical skills," he says. "The whole life of the school has been enriched."

The loan scheme at King Alfred's is only available to schools in Hampshire, but there are signs that other colleges and authorities are following their lead. A booklet describing the project is available. As well as offering practical guidance, a wide range of photographs illustrates the versatility of the materials.

Builders is available from the Art Department, King Alfred's College, Winchester SO22 4NR, price £1.

Discovering through clay

Suzanne Hewitt talks to potters and joins a pottery class

"Pottery is an articulation in three dimensions", says Gavin Dunbar, a working potter and head of ceramics at a Hertfordshire comprehensive.

To start with, he says, it is important to understand the material, to feel the reactions of the clay; how it moves and resists, how it can stick to your hands and dry out if it is handled too much. His present first years are making a ceramic plaque of their house. They have to learn to roll the clay evenly, how to sculpt it, carve into it and join on to it with slip. All the time Gavin talks with them about their work and about the clay – its tactile qualities, how it is cold and slippery, its limitations and possibilities. To inspire he often uses his collection of natural objects like skulls, crystals and driftwood. The second years are making frogs from two joined thumb-pots, and he is explaining to them the use of oxides and glazes.

I asked him if he had many disasters, for instance in the firing. He said no, quite the reverse. He does a lot of his own work alongside his pupils, including making some very fine bone china. "It's important to inspire confidence and to get them doing something relevant," he says. "Ashtrays for coffee tables are strictly not on!"

Gavin's enthusiasm is infectious. His room is always open to his sixth formers, who are currently working on the theme of exhaustion, with group sculptures of the human form. At this level, he says, students need to work with a real artist. He maintains close contact with the Whitechapel Art Gallery, and he took his sixth formers there to work with the well-known ceramics artist, Jacqueline Ponselet, during her recent exhibition.

Many art teachers opt out of clay, says Gavin, because it is difficult to store and hard to organize; but it provides a "hands on" experience that adds immeasurably to children's growth and development. One area where clay is essential, he says, is Special Education. He taught for two years in a Rudolf Steiner school for blind and handicapped children, where clay played a vital role in their therapy. "Institutions without clay are really depriving people."

Mark Williams holds a responsibility post for creative work, including art, craft and display, at Sheringham junior school in East London. He introduces his seven-year-olds to the three basic

Photograph by Laurie Sparham

techniques of slab, pinch-pot and coil in that order. "Children should develop all these skills in the first two years of the junior school," he says, "so that by the third year they can choose whichever ones fit in with their individual schemes of work."

His present third years are working on a "design exercise in awareness". First they sketch and model from the real world, in this case the school buildings. Then they design and model a part of the school in an imaginative way, experimenting with form, pattern, texture, and line, with the clay becoming a drawing in 3D. "Pottery plays a vital role in children's all-round development," says Mark, "because they enjoy it and it helps their understanding in all other areas of learning."

He is at present working on a Diploma Course in Curriculum Studies with the art adviser for Newham, and with Maurice Barrett, the art adviser for the London borough of Redbridge. Maurice Barrett maintains there is a mystique about clay which puts teachers off, but they too can learn from the material, alongside their pupils.

Karen Robson is doing just that at Larkswood Junior School in Chingford. On my visit I was met by the headmaster, Mr Webb, who took me through the school to the old laundry-room, now imaginatively converted into a multipurpose art room, complete with kiln and pugging machine. Here Karen was working with a group of art club enthusiasts on a 3D model of their house. Having made their slabs for the base, the children were trying out textures for bricks and pebbledash, and discussing strategies for joining on bay windows.

Claire was closely following her graph-paper sketch to check the proportions, while Ben was totally engrossed in bashing the air-bubbles out of his slab. "You can make anything out of clay," he murmured. "Well, perhaps not the sky." Petra reckoned the best thing about clay was "If you do it wrong you can start again."

Karen Robson thinks these statements are very relevant. Children unsuccessful at more formal subjects can succeed in clay. "It gives them tremendous confidence," she said, showing me an impressive collection of ceramic fish with bobbles and hedgehog spikes, made by a mixed-ability first year class. As art and craft postholder, Karen works one afternoon a week with different groups and their class teachers. She likes to link her work with whatever topics the children are doing, and she sees clay as bridging many areas of the curriculum.

Bobby Child introduced pottery this term to her class of eight to ten-year-olds at Greenleaf Primary School in north-east London. Her headteacher, Mrs Hollist, arranges for all pupils to visit the local field study centre in Epping Forest, a facility available to all pupils in the borough of Waltham Forest. Bobby took her class there to study the Iron Age fort from Boadicea's Britain. Ten-year-old Sam wrote later: "We went to a hill-fort in Loughton. It was about 2,500 years old . . . it had deteriorated through the years. I expected it to have huts up there and bodies." The children collected not only mud on their boots, but also clay from tree roots, to make into pots and shelters for their model hill-fort at school.

They were surprised to learn that Iron Age people did actually throw pots, and were eager to try for themselves. John Perrett, a well-known local potter, came into school to demonstrate throwing, and all the class had a turn at the wheel, producing several credible pots. Bobby said "He added an enormous amount to the project and the children learned a great deal from him. Now they can't wait to do more."

This enthusiasm from both teachers and children seems to speak for itself. Clay can be used as an exciting and succesful medium for personal discovery and expression, and for direct learning through a three-dimensional experience. It is also tremendous fun.

A thing of beauty...

Joe Reid on the contribution of City and Guilds

The Great Exhibition of 1851 made a profit and no wonder. It celebrated all the things Victorians were proud of: the clutter of the Empire, the achievements of industry and the railways, the remarkable feats of engineering by Brunel and Joseph Paxton himself who created the Crystal Palace. It was a vast display of energy, skill and treasures from every culture in the world. It was also (at Prince Albert's insistence) a showcase for British industries, arts and crafts. What has happened since? Has the heritage of skill disappeared?

It hasn't. The culture continues, and one primary agent of continuity in crafts in Britain is the City and Guilds of London Institute. The institute has been nourishing the crafts of Britain since 1878, and its certificates are known worldwide. To have your City and Guilds is to be a skilled worker anywhere. Last year there were 352,000 entries for City and Guilds craft examinations. You can sit your City and Guilds in 600 subjects including information technology, farriery, enamelling, circuit engineering. Taking away City and Guilds from the training scene would be like taking a mains plug out of a socket.

No one in the City and Guilds today would thank you for promoting the idea that it is an arts and crafts organization. The institute sustains a prodigious range of technical training in every aspect of engineering, agriculture, mining, the metal industries, textiles and computer sciences. Nevertheless, the City and Guilds craft certificates are still the major symbols of quality control in our traditional crafts. The heartening thing about the craft picture today is that there are as many candidates entering for the Goldsmiths, Silversmiths and Jewellery certificates as there were 20 years ago, when we never had it so good. The most exquisite object I saw this year at City and Guilds was a piece of enamelling done by a mature student. It was so perfect that the chief examiner could find no fault in the work and awarded it 100 per cent. This year there was also a spectacular display of silversmithimg despite the fact that silverware for ordinary household objects has not been in general use since 1945.

One result of the age of communication is that the skills of the real world are celebrated too little. The flood of journalistic hype around computers has led to less appreciation for the ability to make useful, beautiful things out of the gifts of nature. The skills nourished and examined by the City and Guilds are ones we should be proud of and proud of encouraging in the young. Craft is not dead, nor is it confined to Cotswold cottages. Art is alive and kicking in Birmingham Polytechnic, in Bradford and Ilkley Community College, in the Jacob Kramer College in Leeds, and other historic towns where the traditions of craft are still highly esteemed.

When you read the next article about another electronic whizz kid who zoomed into millions and is now disappearing like the Comet, think about the practical crafts of Britain that underlie the fabric of everyday life and which still generate a significant part of our wealth.

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THE TIMES EDUCATIONAL SUPPLEMENT 7.3.86

The hi-jacking of design

Art should not be divided from craft and design, says John Steers

The uneasy relationship between "art" and "design" in the education world continues to exercise many minds. The publication in July 1985 of the NAB Art and Design Working Group's discussion document "Provision for Art Education in Public Sector Higher Education", in the wake of the decision to separate art and design for funding purposes, may prove to be the most significant event for the subject at that level since the report of the National Advisory (Coldstream) Council on Art Education nearly 25 years ago. At secondary level, the art, craft and design departments all too often appear to be fighting a rearguard action to counter the apparent "hi-jacking" of design by the craft, design and technology departments.

At the root of the problem is the continuing process of revision of the curriculum pecking order and the increasing influence the present government exerts on schools and colleges. In a nutshell, the government wants to bring about a shift in emphasis from the so called "soft" subjects such as the arts, humanities and social sciences towards the "hard" disciplines of the natural sciences and the new technologies. Given this background it is obvious why CDT often appears to be favoured in preference to art, craft and design. But there are many, and I would certainly share the view, who believe that design is not the prerogative of any one subject. Rather it is evident that design-related activities extend right across the curriculum. The Design Council's Keith-Lucas report said, "To define design is always to provide some form, structure, pattern or arrangement for a proposed thing, system or event. A design is always an integrated whole, a balanced prescription – a product of judgement and invention as well as skill". It is clear that this definition fits equally well planning a painting, a scientific experiment, or some mechanical device – and, of course, many other educational activities.

The present position where art teachers in many schools are not regarded as art, craft and design teachers is regrettable. It is true that for the years since the implementation of the Coldstream Report the majority of secondary art teachers have received a predominantly fine art training. This has perhaps led towards an unhealthy drift towards the divisive concept of "expressive" fine art on the one hand, and "useful" design and technology on the other, with essential art-based design and crafts left in limbo.

While it is possible, and at times may be useful, to divide art and design into various areas of activity for educational practice, their essential unity and interdependence should be stressed in each area. The narrow viewpoint that design is an isolated, mechanical and technical subject, learnt by dogmatic theory, should be rejected. "Rational" design process models are of little help unless it is also understood that it is not illogical to recognize the importance of the intuitive or the empirical approach to design. Indeed it is difficult to imagine the successful design solution which is not the happy result of a blend of all three approaches.

To think of design education mainly in terms of teaching a certain design process is a grave error. The problem-solving approach is not enough; there are many approaches to designing, as interviews with practising designers certainly reveal. What matters most in education is both the quality of the experience of design activity and the quality of the end product. To achieve that quality an understanding of the artistic or aesthetic elements of design is essential.

It follows that to produce designers of high quality and a discerning public, a thorough education in certain areas of art is essential. To achieve this goal teachers are needed who are sensitive to the main elements of art and design, for example, form, space and colour, teachers who are capable of making judgements based on their own artistic, design and craft talents and their own art and design education. Teaching "awareness" of design and its process is not enough. One of the essential areas they must teach the future designers is intelligent observation and analytical freehand drawing. The quality of a person's drawing is a vital factor in designing. Drawings are often a surer guide to a designer's thinking, and the quality of that thinking, than verbal analysis.

Crafts still have an important part to play in the education of the designers and the general public. There is no

substitute which can instil the same skill, and understanding of materials. The introduction into colleges of art and design, and into schools, of working in actual materials of crafts, rather than merely drawing and theorizing, initiated a great rise in the standard of design education, and of industrial design itself, from the 1930s onwards.

Quite apart from the role which crafts can fulfil in the education of the future designer and the public, the artist/craftsman still has a vital role, if not more vital than ever before. It is essential in days of unemployment and the "new enforced leisure situation" that individual craftsmen and their small businesses continue to flourish. The recent crafts revival, which the Crafts' Council has done so much to encourage, is very welcome and more should be done within art and design education to provide for the crafts.

Fortunately there is still a majority of teachers at secondary level who were trained as artist/craftsmen/designers, and who do not think their subject area should be dominated by a technological attitude to design. Art and design education is a cognitive area in which many visual concepts and useful skills can be learnt. Perhaps there has been an over-emphasis on "expression" which may have pleased some educationists, psychologists and fine artists, but which has resulted in the public not regarding art and design as a serious cognitive subject in the curriculum.

There can be no room for pessimism. Britain has probably as good a provision for art and design education as any nation. There is no question of criticizing design and technical departments wholesale for their theories of design education, but attacks should be made on design courses which claim to produce "real" designers when they cannot; where, for example, those who have taken the courses cannot actually produce fine designs in various media. It is recognized that the first aim of a course may not be to produce designers. The principal aims may be to develop the design ability which everyone has, but, nevertheless, one of the sure tests of this development must be that it is manifested in the quality of the work produced.

The exclusion of the word "art" from design policy documents has regrettably become common. When defining areas of design which are heavily dependent on art, such as fashion, textiles, graphic design, theatre, film and television, ceramics, etc, design educators often refer to "flair" or "invention" rather than "artistic" or "creative". When artistic judgements are necessary, ie those based on education in art, they refer to "intuitive" judgements or behaviour. These verbal attempts to completely isolate "design" from art are crude, simplistic and deceptive and should be challenged by art educators. On the other side of today's art and design coin, there is a minority of teachers who encourage the narrow divisive view that art is an elitist, obscure subject, entirely centred upon self and free-expression, devoid of discipline or cognitive studies.

The attempts to divide art from design cannot be justified on educational grounds. As in the case of the NAB, policy proposals advocating such a split stem solely from unproven economic and political arguments. A much broader approach embracing many aspects of art, craft and design is necessary to retain and increase the importance of, and respect for, the subject area in general education.

John Steers is the general secretary of the National Society for Education in Art and Design.

Which course?

Guide to Courses and Careers in Art, Craft and Design. By Tony Charlton. NSEAD. £4.95. 0 9510873 0 4.

School leavers who are considering applying to art colleges will find this guide invaluable. CNAA and BTEC courses have broadened the areas of possible study, thus complicating the original route of foundation course at an art school leading to Diploma or Degree studies. A guide is vital for both teachers and students if an appropriate choice is to be made.

Tony Charlton deals first with self-awareness, commitment and talent. Art students are required to read, research and work long hours on projects both in term and during their holidays, and young persons who are not prepared to work throughout the year should not consider such studies. On the other hand, if they have talent, energy, and commitment, they will enjoy developing their skills which should lead to a rewarding work life.

The author continues by describing the range of options which can be studied and specialized in. Choice of college, grants both discretionary and mandatory, the filling-in of application forms, preparation of folders of work and the sensible selection of contents are clearly set out and lead on to helpful guidance in the area of work or further studies after graduation.

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The final chapter lists, with the aid of maps, the areas where local education authority foundation courses are available. Further maps show the location of BTEC General Art and Design National Diploma courses. Higher level studies are listed and the book closes with explanations of all acronyms and abbreviations, a bibliography and useful addresses.

This guide will be of great assistance to careers advisers in schools and colleges, art, craft, and design teachers, and students themselves. It is admirably clear and provides a wealth of much needed information.

Betty Tadman

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Give them the best

Geoff Southworth on art materials

One of the things which typically characterizes primary schools from, say, secondary schools, is the attention which is devoted to display. Walk into almost any primary school and you will find displays of children's work, not just in the entrance hall but on most corridors and in all classrooms and spaces. What this demonstrates is that the primary school curriculum consistently includes art and craft.

Yet, having noted the existence of a *quantity* of children's art products it is necessary to consider the *quality* of them. Here, what often distinguishes qualitative work in art in some schools from the mundane works in others is not just a specialist art teacher, or policies and guidelines, or teachers who are skilled at motivating children to observe and appreciate their visual environment; it is also the presence of appropriate materials.

Of course, once you raise the idea of materials you imply cost. The phrase "appropriate materials" has an ominous ring to it – it sounds expensive. As anyone who works in a primary school knows, other features of primary education are limited funds and impoverished resources. For some time now schools have escaped from their straitjacketed capitation allowances by pressing into service a range of begged, borrowed, found and free materials. The jargon for these oddments is waste materials. Waste material can constitute anything from wood shavings to card offcuts, from egg boxes to mountains of secondhand computer paper. There is a lot of creative potential in these resources but much of it seems to be best suited to three-dimensional work. Some splendid models, constructions and relief work can be developed. Two-dimensional work, though, has suffered resource impoverishment from other directions.

To make the money go further cheaper papers have been purchased. Some of these papers can barely cope with a brushload of water, let alone the expressive energies of a five-year-old armed with water and paint. Other equipment is pressed into service beyond its normal life expectancy – scissors and glue brushes are two good examples. Then there is the use of cheap and tired paint brushes. The ubiquitous hog-hair brushes are frequently inappropriate for detailed work or watercolour. What are children really learning when they paint with a hog-hair brush, clogged with powder paint so cheap that mixing a colour guarantees only mud-brown? Such materials are unfair to the child and the hog!

Art education has rarely figured very prominently on the agenda of curriculum planners and developers. Consequently, some l.e.a.s do not have an art adviser/inspector at all, let alone one with teaching experience in primary schools. As a result generalist primary teachers are left with very limited access to the help and support they need and deserve. All of which makes the call for appropriate materials sound distinctly unpromising and unrealistic. However, this does not have to be the case.

For one thing, schools might look rather carefully at their intentions. What do the high sounding sentiments expressed in the school's brochure for parents say about art? Schools' aims tend to declare hopes for fostering creativity, imagination, sensitivity and appreciation of the aesthetic aspects of life. Few schools appear to have jettisoned these aesthetic values despite the diminution of the schools' spending powers. Therefore, if schools are not going to reduce this expectation then the call for appropriate materials is legitimate and not unrealistic. So, then, how are they to avoid a mismatch between aim and action?

First, there is a need to accept a fundamental principle of procedure. As L. A Reid has said, art education must initiate people into what it feels like to move over and around in a painting. For example, if children are to appreciate and come to an understanding of water colours, the mixing and fusions of paint and the style of (say) Turner then they must have the appropriate materials – some watercolours, cartridge paper of a weight that can cope with water and soft-haired brushes in a variety of sizes. Failure to provide these basic tools means that instead of enabling the child to achieve the aims of the activity you are more likely to be creating a disabling situation.

Second, some auditing of the key experiences should be attempted. A list such as drawing with a variety of markers, colour mixing with paint, ink and dye, printing using lino, vegetables, and wood might be just some of those agreed upon. Obviously this audit should be done by all the staff together rather than independently. If it is co-ordinated rather than a random collection unnecessary duplication and hoarding (!) can be avoided. Out of this list of key experiences the appropriate materials might be assembled; soft pencils, fine and thick point felt-tip pens, charcoal, chalks, oil pastels, etc. might be some of the items selected to develop drawing. For colour mixing could be listed paints which actually do mix, which can be made into acrylics by adding p.v.a. or used as a water colour with dilution. Such a scheme is obvious yet it does need stating for a number of reasons.

Not all schools operate this kind of system – or some superior system of their own devising. All too often materials are purchased in a desultory way. Another reason is that without specialist knowledge the compilation of such a shopping list can be difficult. One of the current suppliers' catalogues has over 125 pages devoted to art and craft materials. Wading through all that information to find the right item is time consuming. Moreover, it is also hazardous since the mail order system of purchasing denies schools first hand experience of materials. To place a bulk order for what turns out to be the wrong paper can be an expensive error.

Surely schools might try to liaise and pool their product knowledge? Could not all l.e.a.s offer, as I know some do, clearer advice on such materials as paint, paper, brushes, clay, glue and tools? Perhaps schools might also join together so that the bewildering introduction of new products could be trialed and tested on the basis of one product per school? That way the gimmicky ones would be found out since *Which?* styled consumer reports would reduce the risk of schools falling foul of the dangers of buying blind.

Out of this kind of strategy would emerge a more restricted range of materials but a set of materials carefully chosen to match the activities children will attempt. Children will then, hopefully, have experience of soft and coarse-haired brushes, of fine and broad brushes. Have you ever watched five or six-year-olds use such a range of soft-haired brushes? The process engendered by just those materials is fascinating and the results are often exciting because they are so unanticipated. Similarly, as children work with a range of markers they come to appreciate that some markers might be better suited to some subjects that others.

One of the important aspects of visual art is being required to select; to choose the size of paper, the markers and colours which you think are best suited to your idea. Some children do not ever get to this stage because the paucity of appropriate materials denies them the chance. Obviously, this strategy will not overcome the tightness of the squeeze on primary school resources, but you cannot claim that art is an important curriculum area if all that the children are learning is that the materials they are using are tired, cheap and nasty.

Geoff Southworth is tutor in primary education and management at the Cambridge Institute of Education.

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Mickey Mouse image

Jules Lubbock justifies art history in the curriculum

"Staff see A level History of Art as 'unteachable'" ran the *TES* headline to the report of the 1984 annual conference at Essex University for secondary school art history teachers. The conference confronted the GCE exam boards with criticisms of dull historical survey syllabuses, pap exam questions and the lucky dip of whether questions would be set on subjects which pupils had actually studied. The teachers' opinions are shared both by my colleagues at Essex and by other art historians in higher education.

Since 1984 nothing has changed. Of course it takes time to produce new syllabuses, but I see no signs of change in the offing. In replying to the article officials of the AEB, the major board in the subject, took the complacent line that it was the schoolteachers who were incompetent rather than the devisers of syllabuses.

It has been said that art history is a "Mickey Mouse" subject lacking the discipline of core subjects like literature, history or languages, and that it ought only to be studied in higher education, if at all. I have some sympathy with this view only in so far as many first year students who have studied art history at A level seem to have the most rudimentary grasp of the subject, barely equivalent to O level. They might have some vague idea about Impressionism, say, but they seem never to have had to analyse any individual work of art in depth, as they would have had to analyse a literary text in English literature. Neither do they possess the historical knowledge and understanding they might have been expected to acquire from History A level. But I blame "Mickey Mouse" syllabuses for this, not the subject itself, and certainly not the teachers, who do their best against the odds.

As a serious multi-disciplinary subject art history justifies a place in the curriculum on three interrelated grounds: as the study of material culture – that branch of social and cultural history dealing with the way that artefacts and the values they incorporate have been employed in the construction of social life; as the study of works by great artists embodying their most profound reflections on and observations of life; and as an education in looking at, contemplating and interpreting visible things. The study of Titian's mythological paintings is as taxing and rewarding as the study of Shakespeare; Charles I's patronage, particularly in the field of town planning and architecture, was an essential component of his state policy; fashion or the design of cars is simply an aspect of the industrial history of this century.

The visual arts are often at the centre of public debate

The visual arts are now at the centre of public debate – witness the recent outcry over the "monstrous carbuncle" in Trafalgar Square and the whole issue of high rise towers and the urban environment. Then there is the role of industrial design in the revival of manufacturing industry, as well as the controversy over the Greek request for the return of the Elgin Marbles. These are major issues and art history is the subject which encompasses them. All pupils, not just sixth formers, should be able to study it, if they wish.

The concerns of art historians in higher education are developing rapidly. For example, this year's Association of Art Historians Conference includes sessions on "Western Interpretations of Eastern Culture", "Nation, State and Cultural Production", "The Semiotics of Architecture", "Feminism and Film Theory", and "The Return of Cultural Property". My chief complaint against the existing A level is that it has not even begun to catch up with the concerns of the major post-war interpretative art historians such as Gombrich, Panofsky or Antal let alone those of the "New Art History".

I may be wrong, but as I understand it the purpose of an A level and of sixth-form education is to introduce pupils to the advanced study of a subject and to give them their first chance to grapple with intellectual problems, whether or not they go on to specialize. A sloppily constructed syllabus based upon broad, historical surveys is selling them short.

So what alternatives are on offer? I would suggest some overall conditions or guidelines rather than a detailed syllabus. First, pupils should have to cover architecture, industrial design and, where appropriate, film, and not just painting and a little sculpture as is largely the case at present. Second, the syllabus should be constructed around specific set topics along the lines of set texts in literature, and not in the form of a historical survey. For example, at last year's Essex conference we ran trial seminars, for the benefit of the schoolteachers, on the dome of Florence cathedral, Titian's Mythologies, Manet's "Bar at the Folies Bergères", Pugin's furniture, and Duchamp's "Large Glass" to illustrate how one could teach outwards from a focus. This year we are presenting a similar set of topics, but related to a period theme – The Idea of Modernity – to show how a historical period can be taught in this way.

The advantages are that pupils can get thoroughly involved in interpreting important works in their historical context with the knowledge that exam questions will be set. They can begin to acquire visual skills and to argue about interpretation. Finally, teachers, many of whom are not trained art historians but committed and enthusiastic art teachers, would find it possible to prepare their courses in a more intellectually satisfying fashion.

In conclusion I should say that these ideas have emerged from the discussions at our annual conference, whose programme, incidentally, is devised by the schoolteachers themselves. They are also setting up a nationwide network of art history teachers in schools, and over the past year a small working party has been studying ideas for syllabus reform which will be presented to this year's meeting. I do hope that when they are ready with concrete proposals the exam boards will not produce a "Mickey Mouse" response.

This year's Essex Conference on "The Idea of Modernity" will take place at the University of Essex, Wivenhoe Park, Colchester from March 21–23.
Jules Lubbock is a lecturer in the Department of Art History and Theory at the University of Essex.

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Available from the County Art Adviser, Suffolk Education Office, County Hall, Grimwade Street, Ipswich, Suffolk IP4 1LJ.

Art in The Middle Years of Schooling is a reprint of the original 1981 edition. This first appeared in 1979 as a draft document and was circulated to all the relevant schools for discussion, comment and criticism. The outcome was the result of several years work on the part of two substantial groups of teachers together with the County Advisers on Art and Craft and Technology. What they tried to do was provide guidelines for art and design education that recognized the variety of valid approaches and was sufficiently flexible to be used in the varied sizes, structures, resources and staffing of the county's schools. That they might have come anywhere near to achieving their aim would have been remarkable enough. That they provided so balanced and practical a document in only 90 pages is exceptional.

From art in the curriculum and in relation to design to its evaluation and assessment, the authors repeatedly raise pertinent questions and offer sound advice. Recommending that all 11–14 year-olds should "keep an individual 'folder' into which all two-dimensional work, plans, sketches, working drawings, prints, textiles, etc. are placed," they remind the teacher that, "The nub of the problem of assessment of children's work will be in choice of criteria . . . If he is making a judgement, what are his criteria, and what is he judging?" Not surprisingly, at the heart of the authors' approach is drawing and the formal elements of colour, line, shape, form, texture, pattern and tone. How these are employed becomes an issue in Section Two where questions about designing a syllabus, a core curriculum, lesson planning and timetabling are asked with some possible answers and examples offered. Section Three provides outlines of a number of projects and topics used in the county's schools.

Art in The First Years of Schooling now completes an overall framework for the teaching of art and design in Suffolk schools and, because each volume has been composed by the county's teachers, must also represent a high degree of consensus. The overlaps between the books, going beyond that of age division, is reassuring. Both deal with design, which is unusual in the context of primary education, and both offer an outline of the sequential development of the child's imagery. Some knowledge of this development is as crucial to our understanding of children with special needs as it is to the 4–11 year-old period. Both are dealt with in *Art in The First Years*, the former receiving special attention. But because this volume deals specifically with the development from a symbolic mode of representation and expression to the more analytical approach associated with adult art, it must receive more attention in the junior than the secondary school. It becomes, in fact, the essential structure for the curriculum and a suggested basis is provided in a two-page chart. The formal elements of art and design are subsumed into practical work that includes handwriting, photography and the crafts as well as drawing, painting and sculpture. What will surprise many, however, is the attention given to the child's ability to understand and solve design problems and evaluate artefacts. For the authors, these are possible even without specialist staff. Verbal rather than technical and manipulative skills are most important at this stage. What they do demand is that the teacher should be informed about the visual arts and have expertise in junior teaching. Of vital importance here is the distinction between what the child understands and expects of art and the adult. A valuable reminder to all art and design teachers.

Michael Clarke

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Primitive sense

Victoria Neumark visits 'The Human Touch', an exhibition at the British Museum

The Human Touch
British Museum until March 16.
Admission free
Accompanying programme of lectures, talks, films. Contact Education Service on 01-636 1555, ext 511 for details.

Keats, nearing his deathbed, spoke of losing "all that information, primitive sense, light and shade, the knowledge of contrast necessary for poetry". That phrase never had so much meaning for me as walking around the British Museum's exhibition, *The Human Touch*. What an amazing force one primitive sense, touch, has for us human beings; so much so that as my hands caressed the smooth black basalt of a Hindu god/goddess pair or traced pictograms on a quartzite statue of an Egyptian official, it felt almost improper to experience such sensations in a public place.

Of course, the exhibition is also one of the shamefully few which visually handicapped people can enjoy. The 20 carvings, ranging from the second millenium BC to the 20th century, from New Zealand to Nigeria, in wood, jadeite, marble or granite, are well positioned with braille labels and a joining handrail. Headphones are available, and a large print book from the ladies at the door, who wipe your hands with tissues to protect the exhibits.

In choosing the holistic image of the human figure, rather than the fragmented one that an artist such as Judy Chicago opted for, the exhibition's content also is accessible. Whether they are coarsely sturdy Roman figures (the god Asculapius full of *gravitas*, a chubby Cupid or a stone head uncannily resembling Norman Tebbit) or the intricacies of Hindu, Assyrian or Persian draped statues, the pieces seem to come alive at the touch. And then such exotica as an early Mesopotamian female figurine, a Maori amulet or a Twi (Nigerian) wooden male nude surprise the palm as much as the eye. Perhaps the Egyptian objects are the greatest surprise. Headdresses and hieroglyphs look so bizarre and remote, yet under the visitor's fingers they seem to glow as familiarly as a stone from the beach or a friend's hand.

Both visually-handicapped and able-bodied people going round the exhibition are quite rapt in sensation; and young children are thrilled to be able, at last, to touch.

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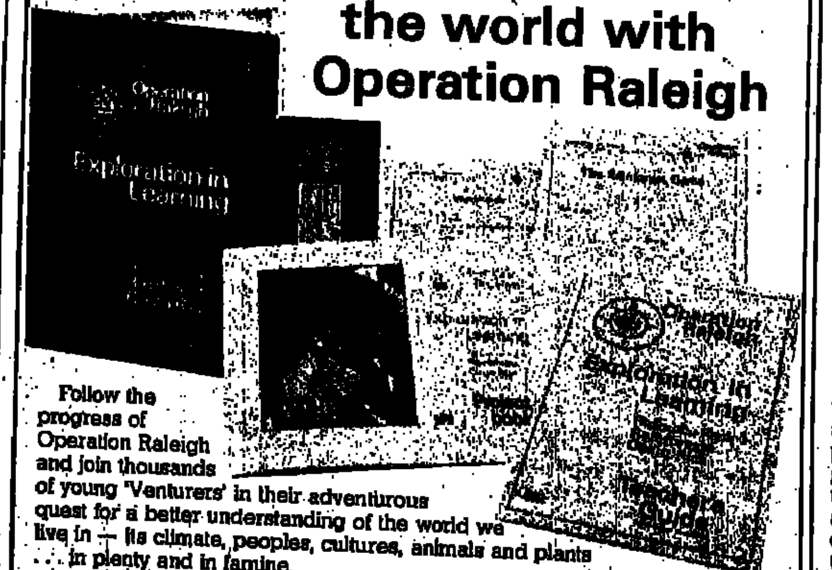

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Bio-degradable

John Tranter on kits for 'budding biotechnologists'

Microbial Activity Kit
(M40472/6) £16.75
Replacement packs of media are available from Philip Harris Biological, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.
Enzyme Demonstration Kit
(ZPK-356-T) £20.48
Enzyme and Cell Immobilization Kit
(ZEA-222-R) £24
Replacement items for both kits are available from Griffin and George, Gerrard Biological Centre, Worthing Road, East Preston, West Sussex BN16 1AS.

As the interest in biotechnological applications grows, supported by the demand in the National Criteria for a stronger emphasis on technology in Biology GCSE syllabuses, the list of biotechnology resources also increases.

An interesting newcomer from Philip Harris Biological is their *Microbial Activity Kit*. This is based on "Sig" tests (standing for "significance"), which are also being marketed in the industrial sector. The use of the Sig tests involves the incubation of samples from environmental sources in screw-capped tubes of various agar or gelatine media. If micro-organisms able to digest the substrates are present, clear changes – in the colour of the agar or in the production of gas – are seen, which, depending on their magnitude, give a semi-quantitative measure of microbial activity. In this way industrialists can screen various liquors and process waters for microbes likely to cause spoilage, corrosion or health problems, and be able to assess the significance of any microbial activity they detect.

The educational version of these Sig tests takes a slightly different approach. Three bacteria, thought to present minimal health risks given good practice, are provided for the tests. *Escherichia coli*, *Bacillus subtilus* and *Pseudomonas fluorescens* were chosen because of the range of conditions in which they thrive and the variety of degradation reactions that they carry out.

The *Microbial Activity Kit* consists of the three bacterial cultures already mentioned, plus four tubes each of six substrate media – glucose, lactose, gelatine, tributyrin, starch and nitrite. (A seventh, sulphide medium is also available but is not included in the kit.) The procedure to follow is simple, involving the aseptic transfer of samples in sterile water of each bacterial culture to the various tubes. These are then released and incubated at 30°C (25°C for the gelatine) and observed over a number of days.

The speed with which changes occur is an indication of the degree of bacterial activity. The three bacteria gave variable results with the six substrates, reflecting their different physiologies, but all results were clear and obtained within two days. After use, the tubes are autoclaved before disposal.

This kit provides a safe, convenient method of studying bacterial activity with fewer attendant risks and trouble than would be encountered with the pouring and streaking of agar plates using Petri dishes. The instructions are clear and there is sufficient background information on the activity of the bacteria for teachers to know what to expect and be able to interpret the results. The notes, however, are surprisingly insufficient in the extent to which they discuss the industrial and economic applications of the kit.

The kit can be employed at a number of different levels by the enterprising teacher who could integrate its use into normal work on bacterial growth and enzyme production to add a further, technological dimension. Another valuable resource for the budding biotechnologist!

From Griffin and George comes their *Enzyme Demonstration Kit*. This is designed to show various industrial applications of enzyme technology and complements an American kit that Griffin already imports. This new kit provides materials for six groups of students to study six investigations (though standard laboratory items will also be needed). These involve the action of amylase, invertase, protease, cellulase and pectinase.

In fact, the first experiment with amylase has no industrial relevance and just studies the influence of pH and temperature on enzyme action. Malting in germinating barley seedlings is then investigated using starch agar to detect amylase production – a fairly standard, familiar, but reliable test. Pupils with a sweet tooth may be more attracted by the work on invertase, which considers how soft centres in chocolates are produced. Sugar lumps are used to reveal the changes that occur with invertase.

The breakdown of proteins is studied by assessing the speed with which gelatine is digested. The more usual technique of observing liquefaction of the gel is reversed here – protease and gelatine are incubated at 26°C and attempts are then made to solidify the gelatine by cooling with ice. On balance, I think the liquefaction method is more striking and convenient, particularly if the Harris technique using carbon particles within the gelatine is utilized. Here, the biotechnological relevance arises from a comparison of a biological detergent, soap flakes and a protease in their proteolytic actions.

The biodegradation of cellulose in filter papers and carboxymethyl cellulose is studied by detecting the formation of reducing sugars with Benedict's reagent. This variation, involving the appearance of end products, is helpful to reinforce the observation that enzyme reactions can be monitored in two ways. Finally, apple sauce, which is reconstituted from dried flakes, is treated with a pectinase so that its structure breaks down to release more juice. This is collected and measured and shows how pectolytic enzymes are helpful in the commercial extraction of fruit juices.

All the tests were easy to carry out and can be incorporated into a variety of work on enzyme action throughout the school, perhaps most readily as a circus. In this way, various influences on enzyme function could be studied by manipulating conditions and at the same time industrial applications demonstrated. Not all the ideas in the kit are particularly novel, but the package is a very convenient collection of materials.

The Griffin *Enzyme and Cell Immobilization Kit* takes the technological applications of enzyme use a stage further. There are two investigations on enzyme immobilization; the first uses invertase which is bound to "magnetic powder" to study the production of glucose from sucrose. Diastix strips detect the formation of glucose very conveniently. Having carried out the reaction, it should then be possible to recover the enzyme for reuse with fresh substrate. This is done with a magnet supplied in the kit by running it around the outside of the beaker to collect the particles of powder/enzyme. I found this technique totally ineffective, however, with the magnet provided.

The second technique of immobilization uses invertase enclosed in alginate pellets. The enzyme-encapsulated pellets are relatively easy to make and do show that the enzyme is reusable once the pellets are filtered off, washed clean and placed in fresh sucrose. Comparisons of invertase in its free and encapsulated state can also be carried out, showing that the reaction kinetics of the enzyme is affected by the immobilization.

Enzymes within whole cells can be investigated using techniques to entrap yeast cells in agar or alginate pellets. Fermentation of sugar is monitored by the production of carbon dioxide and various parameters can be altered to determine their effect. Again, transfer of the yeast/pellets to fresh substrate shows the continued viability of the cells.

The kit goes on to emphasize a number of important commercial aspects of immobilization. These involve studies of the influence of pellet size and strength on the ease with which solutions flow between the pellets, and how readily these might become compressed – both clearly vital considerations for an efficient continuous batch process. Also the vital stain methylene blue is used to confirm the long-term viability of the yeast cells. The pellets are broken open by chemical action, and a haemocytometer (not supplied in the kit) used to count the number of viable cells.

The notes accompanying the kit are very full and informative and do provide a good insight into the commercial aspects of enzyme-mediated reactions. As with the other two kits, there should be a number of opportunities for the committed biologist to include the investigations presented here in the teaching of familiar topics and so provide a more relevant course. Altogether, a most useful package, but a much stronger magnet is needed!

notes

ATOMIC RESOURCES
A new edition of the booklet "Resources for Teachers" has been issued by the United Kingdom Atomic Energy Authority. Materials described include a computer program which simulates the operation of a nuclear reactor, new videos for lower secondary school children, a multi-media resource pack, and a series of posters.

Information is also provided in the booklet on other audio-visual material and free publications obtainable from the UKAEA.

The booklet is available free from Room 119, UK Atomic Energy Authority, 11 Charles II Street, London SW1Y 4QR.

CONSUMER FILE
Forbes Publication Ltd, publishers of "The Consumer File", have moved to 120 Bayswater Road, London W2 3JH.

Keeping mum

Victoria Neumark previews a new 'Scene' documentary on teenage pregnancies

SCHOOLS TELEVISION
Scene: Too Young to Have a Baby?
BBC2, March 12 and 14.

Eighty thousand unmarried teenage girls got pregnant last year. If watching this programme can prevent even one likely candidate from "joining the club", then its making will have been worth while. Certainly none of the young mothers interviewed for *Scene*'s documentary would recommend their own experiences.

Susan Tully (the single and pregnant Michelle Fowler of *EastEnders*) presents the material with fine ironic emphasis. Though some may find bizarre items of information like five-year-olds getting pregnant and 13-year-olds paying 5p a week maintenance money tasteless, teenagers themselves tend to relish the odd. And they may remember that it's never too young to be sorry.

Lorna and Dionne, two young mothers whose parents stood by them and participated in bringing up their offspring, are shown first. Their view of life is a little too rosy. Although Dionne admits that she blenched at the "stigma attached to the pill" and fell pregnant because of being depressed and lonely, her ambition of a public school for her small son still seems more the stuff of teenage dreams than solid reality.

In many ways the programme is a plug for the Family Planning Association and, in particular, a clearing of the air after the Gillick challenge to the DHSS and the Law Lords' ruling. Teachers watching with a class might want to pick up the point that getting advice has never been illegal, and discuss the implications of being "mature enough". Abortion and the health risks to mother and baby of pregnancy at such a young age are only mentioned in the programme.

But these factors, although statistically alarming, are unlikely to affect more than a minority. The day-to-day difficulty of bringing up a child is a far more likely cause of damage. Child abuse, by young mothers or their subsequent boyfriends, is a very real threat to the unsupported teenage single-parent family.

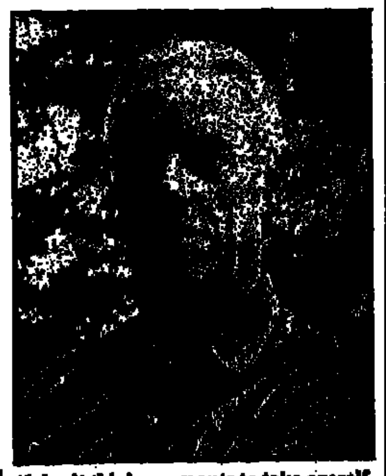
Sensibly, the few words of positive encouragement in the programme were confined to Lorna and Dionne, both living with their families. Richard and Alison, although rehoused by the Council in their own flat, were emphatic that this did not turn Alison's pregnancy when she was 14 into a story with a happy ending.

Even more bleakly, young women at a home for unmarried mothers in south London stared bemusedly out of their institutional background as a voice told of their deprived childhoods, violent relationships and inability to cope with the demands of a small child. Elaine, now on her third child at 21, has had the two others taken into care. Tracy, having her fourth at 23, looked nearer 40.

The lack of glamour could have been emphasized with some shots of endless washing, nappy changing and getting up in the night. "It's all a very hard uphill struggle," says Alison. How hard, of course, to convey, especially to needy girls seeking love themselves, that the surge of joy felt by most of us when we meet a very new human being is just nature's sweetener for years of vigilance and effort.

Contrasts

'One is born a writer . . . it is the need and urgency to express the impossible or the inexpressible' Edna O'Brien



'I don't think one wants to take oneself too seriously . . . you've got to work exceedingly hard, but I don't think an enormous solemnity about it is the way to get it done' Anthony Powell

ADULT EDUCATION
Writers on Writing
ITV, TVS
Fridays 12.30 pm.

The opening programmes of TVS's *Writers on Writing* scenes formed an interesting visual contrast, with Edna O'Brien looking as if she'd just escaped from her embarrassing television advertisement for the *Guardian* into a neighbouring studio, while Anthony Powell, seated in front of a crammed bookshelf, was interviewed in the more relaxed and patrician surroundings of his Somerset home. Both of them were talking to a somewhat restrained Richard Hoggart about how they became writers and what books, places or people influenced them.

Edna O'Brien, suffering from a severe attack of the elemental, presented herself as a card-carrying daughter of the Irish soil, her psyche still steeped in her Co Clare childhood. The principal influence on her, she told Hoggart, was her race – "that ravenous, insatiable wildness which I have overlaid with bloodstained, primitive Catholic indoctrination". She was drawn towards "what is finally as naked as if the skin is torn off and you get beyond the flesh to the blood".

Her inflated, vatic approach ("one is born a writer . . . it is the need and urgency to express the impossible or the inexpressible") differed sharply from the reticent and engaging casualness of Powell, who claimed to have started writing because in the Twenties every young man was going to write a novel, and then simply to have found himself "grinding away at it all the time". His attitude to writing was similarly self-depracating: "I don't think one wants to take oneself too seriously . . . you've got to work exceedingly hard, but I don't think an enormous solemnity about it is the way to get it done."

What they did have in common was an affinity with Continental writers, especially the Russians, although even in this their allegiances differed. While O'Brien was expansively drawn to "the power, the swoop, the breadth, the enormousness" of Tolstoy's world, and to Chekhov, Powell preferred Dostoevsky's sinister comedy and Lermontov. Surprisingly for a writer whose main work has been a very English comedy of manners, he was more at home with European and American writers than with British ones.

Among the other writers to be interviewed later in this unambitious but well-organized series are Arnold Wesker, Craig Raine and Tony Harrison. The range is wide enough to emphasize something the first two programmes have already hinted at – the diversity of contemporary British writing.

Ashok Bery

Ways & means

SCHOOL RADIO
Choices 1986
BBC Radio 4, February 24 and 25.
To be repeated Autumn 1986.

Choices is a series for 14 to 19-year-olds of average to above-average ability. All four programmes deal, though not exclusively, with examinations. Little is said about youth unemployment, the subject of other BBC School Radio series by the same production team.

Programme one looks at options for those aged 14–16. Not surprisingly, GCSE ("showing what you know, understand and can do," according to Peter Dines), takes up much of the time. Programme two is for the 15–16 year age range and looks not only at what to study, A levels, BTEC etc, but also examines the question of where that study should take place. What are the relative merits of a school sixth form, a sixth form college, further education and so on. YTS is mentioned too, though principally, given the relatively up-market tone of the series, in terms of a girl who gave up a £75-a-week job in order to get a YTS place with the employer of her choice – Heathrow Airport. YTS finds ways into careers that other training programmes cannot reach.

Programme three, for 16–18's, looks at choosing sixth form level exams. It does not push A levels. Among those who achieve A levels are those who have A levels thrust upon them; many might be better advised to opt for a vocational course. Those who have a specific career in mind are wisely advised to establish whether a chosen course leads to professional examination exemptions.

The final programme is for 17 to 18-year-olds and tackles the question of where to go: university, polytechnic, college or work. We are reminded of the range of degrees, diplomas, vocational and non-vocational courses which may be full-time, part-time or sponsored. The teachers' notes warn that, with today's pressure on places, "students cannot afford to choose fine ivy-clad colleges on the mainline to central London" or, indeed, pick and choose sandwich courses in seaside settings.

Choices offers solid practical help in understanding an increasingly complex option scene. The teachers' notes too are exceptionally thorough, even including in the reference section COIC's "What Can a Teacher Do Except Teach?" . . . Is this a sign of the times? If the broadcasts and the notes have a fault, it may be that they are indigestibly thorough. However, recent major changes in examination systems, together with the multiplicity of post-16 options, have perhaps made a touch of heartburn unavoidable!

Copies of the teachers' notes and supplementary leaflet are available from The Producer, Choices 1986, BBC School Radio, Broadcasting House, London, W1A 1AA on receipt of a cheque or postal order for £1 plus sae.

Jean Sargeant

briefings

For schools

LET'S GO MATHS
(Mon 11.08, Wed 9.52 ITV)
First-year infants begin to think about time scales while hearing the story "The Dragon Who Couldn't Sleep" and repeating the song "Nine Ducks".

INTRODUCING SCIENCE
(Monday, 14.20 VHF4)
"Sounds All Right" is part of a new venture in this series. The programmes are in five-minute sections with a teacher's section at the end. Here the aim is to establish for 9 to 12-year-olds the link between sound and vibration.

HELP YOURSELF TO MATHEMATICS
NBD **(Monday—Wednesday, 00.30 VHF4)**
A comprehensive self-study package offering revision and practice in fundamental areas of everyday maths. Particularly relevant to the average 14-year-old.

JAPAN: THE CROWDED ISLANDS
(Tuesday, 10.38 BBC2)
Has the Japanese system grown "Too Far Too Fast?" This final programme highlights for 13 to 16-year-olds the problems created by progress in a country where space for new development is getting scarce.

SCIENCE TOPICS
(Tues 11.39, Fri 13.10 BBC2)
"Metals and Plastics" looks not only at new materials but also at new ways of using them. Thirteen to 16-year-olds concentrate on materials for cars.

THE ENGLISH PROGRAMME
(Wed 10.33, Fri 10.45 ITV)
This programme for 14 to 16-year-olds is about the writer Farrukh Dhondy and a story from his "Come to Mecca" collection, "Salt on a Snake's Tail". "A Passage to the East End" considers a number of the writer's own experiences and includes extracts from the television production of the story.

MATHS AT WORK
(Wednesday, 10.38 BBC2)
Case studies of young people using maths in their jobs shows 14 to 17-year-olds the importance attached to maths by employers. Jobs here include a bonus clerk, a nurse, a lab assistant and a wood machinist.

HISTORY: NOT SO LONG AGO
(Wednesday, 11.25 VHF4)
"The Evacuees" follows a group of children evacuated during the war. Nine to 12-year-olds learn what it was like to leave parents and familiar surroundings for strangers and a remote part of Britain.

SCENE
(Wed 11.40, Fri 14.00 BBC2)
A documentary unit on aspects of having children and being parents asks 14 to 16-year-olds, when you are too young to be a parent, what it is like to be a parent at 16 and what the effects are of pregnancy on young girls? Teachers are advised to preview the unit. (See review on this page.)

BELIEVE IT OR NOT
(Thursday, 10.45 ITV)
The beginning of a series for the over-11s. Twelve films showing the worship and faith of different communities in Britain today. This week "Worship" features the Black Pentecostal and Sikh faiths and "Festivals" looks at Hinduism, Judaism and Islam.

4
Titles Available For Recording From Sunday 9th March 1986
Approximate Transmission Times.

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Monday 10th March
Tuesday 11th March
3.45pm Years Ahead Fee Code B
Wednesday 12th March
Friday 14th March
7.30pm Right to Reply Fee Code A

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Please address classified advertisements to:
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Nursery Education

Other Appointments

NOTTINGHAMSHIRE
COUNTY COUNCIL
WESTGLADE INFANT SCHOOL
Syke Road, Top Valley, Nottingham NG5 9BO
Roll: 128
NURSERY TEACHER (Scale 2)
Required for Easter or as soon as possible thereafter, to take responsibility for this 40 place Nursery. Visits to the school welcomed.
Application forms and further details are available (s.a.e.) from the Head Teacher at the school.
An Equal Opportunity Employer. (17250) 100026

NEWHAM
LONDON BOROUGH OF NEWHAM
SHERINGHAM NURSERY SCHOOL
Sheringham Avenue, London E12 5PB
Head Teacher: Mrs. M.P. Haynes
Number on Roll: 120
Deputy Head Teacher (Group 2)
Required September, 1986 or as soon as possible an enthusiastic and experienced Nursery Trained Teacher to be Deputy Head of this lively Multicultural Nursery. Visits welcome.
LONDON ALLOWANCE £1,038.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 18th March, 1986. Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (17235) 100026

BEDFORDSHIRE
BEDFORDSHIRE SOUTHERN AREA
WILLOW NURSERY SCHOOL
Goldstone Crescent, Dunstable, Beds.
Tel: 62600
Required for April 1986, a temporary Nursery trained teacher for 1 term to cover maternity leave.
Application forms and further particulars obtainable from and returnable to the Head at the School, s.a.e. please. (17552) 100026

NEWHAM
LONDON BOROUGH OF NEWHAM
KAYE ROWE NURSERY SCHOOL
Osborne Road, London E7 0PH
Head Teacher: Mrs. M.W. Cohen
Number on Roll: 120 part-time
NURSERY TEACHER
Scale 1
Required April, 1986 or as soon as possible.
A temporary teacher required to cover maternity leave.
London Allowance: £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms shoud be returned by 18th March, 1986.
Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (17236) 100026

HEADTEACHERS
Required September, 1986.
ABBOTSWELD COUNTY JUNIOR SCHOOL (Group 4 + LFA £264 p.a.), Abbotsweld, Harlow.
WITHAM, POWERS HALL COUNTY INFANTS SCHOOL (Group 5), Spa Road, Witham — re-advertisement, previous applicants will be reconsidered.
Relocation allowances payable in appropriate cases.
Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 28th March, 1986.
(10759)
ESSEX County Council

Primary School Education

Headships

BARNET
LONDON BOROUGH
Required September 1986
WOODCROFT INFANTS SCHOOL
Goldbeaters Grove, Edgeware HA8 0QF
Roll 277
HEAD TEACHER - GROUP 4
Applications are invited from suitably qualified and experienced teachers.
Removal expenses and separation allowances available.
Application forms (s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet N11 3DL by 21st March 1986. (17466) 110010

BERKSHIRE
BRIMPTON CE (CONT) PRIMARY SCHOOL
Brimpton, Reading RG7 4TL
NOR: 33
Required September 1986 Headteacher (Group 1).
Application forms and further details from the Director of Education (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE. SAE please. Closing date: 21st March.
An Equal Opportunity Employer. (16485) 110010

BERKSHIRE
RE-ADVERTISEMENT
KATESGROVE PRIMARY SCHOOL
Dorothy Street, Reading
NOR: 189
Required September 1986 Headteacher, Group 4.
Application forms and further details from the Director of Education (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE. SAE please. Closing date: 28th March.
Previous applicants will be reconsidered.
An Equal Opportunity Employer. (17557) 110010

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
WILLIAM DURRANT MIDDLE SCHOOL
Greenway, Chesham HP5 2BY
(Group 4)
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher with effect from September 1986.
Application forms and further details available from the Education Officer, Beaconsfield/Chiltern Area Office, 26 London Road West, Amersham HP7 0DX. (Closing date: 21/3/86). (17375) 110010

ESSEX
COUNTY UNATTACHED STAFF
Required September, 1986 to join a team filling long term vacancies, Scale 2, 3 or 4 according to experience.
For further details see our advertisement under Secondary other than by subject. (17746) 110010

BEXLEY
LONDON BOROUGH
Applications are invited from approximately qualified and experienced teachers for the post of
HEAD TEACHER
of North Cray Primary School, Sidcup. This is a Group 5 School. Appointment to commence 1st September 1986.
Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EH. Closing date for applications 17th March 1986 (enclosing foolscap s.a.e.). (13628) 110010

CAMBRIDGESHIRE
(Equal Opportunity Employer)
PRIORY JUNIOR SCHOOL
Galfrid Road, Cambridge CB5 8ND
Applications are invited for the HEADSHIP of this Group 5 School to commence in September.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (s.a.e. please), returnable by 26th March. (17515) 110010

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIPS
SURREY STREET J.M.I. SCHOOL
Surrey Street, Luton.
Required for September 1986.
Group 3 plus a Social Priority Allowance.
Estimated number on roll: 151 children aged 5 - 11 years.
RAVENSDEN V.A. LOWER SCHOOL
Vicarage Close, Ravensden
Required for September 1986.
Group 1
Estimated number on roll. September 1986: 39 children aged 5 - 9 years
Applications are invited from suitably qualified and experienced teachers preferably communicant members of the Church of England for the Headship of this Group 1 Lower School.
This advertisement is placed on behalf of the Governors of Ravensden Lower School).
Application forms and further details for both the abovenamed posts from the Chief Education Officer, County Hall, Bedford MK42 9AP. Closing date: 21st March 1986. (17562) 110010

METROPOLITAN BOROUGH OF Rochdale An Equal Opportunity Employer
HEAD TEACHER
NEWHEY ST THOMAS' CE (AIDED) PRIMARY SCHOOL, ROCHDALE
(Burnham Group 3)
Applications are invited from suitably qualified and experienced teachers for the vacant post of Head Teacher of Newhey St Thomas' CE (Aided) Primary School, Rochdale.
The school caters for children in the age range 4-11 years.
There are currently 130 pupils on roll.
There is a considerable involvement with the Church and community.
Applicants should be communicant members of the Church of England.
Application forms and further particulars may be obtained on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale and should be returned duly completed by 19 March 1986 to: Reverend J Henderson BD, Chairman of the Governing Body, St Thomas' Vicarage, Newhey, Rochdale OL16 3QZ.
(15762)

PRIMARY HEADSHIPS
continued

BRENT
LONDON BOROUGH OF BRENT
PRESTON PARK JUNIOR MIXED AND INFANTS SCHOOL
College Road, Wembley, Middx. HA9 8RJ
Tel: 01-904 3602
(Roll: 470)
Required from September 1986 - Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER for this Group 6 School. Applicants must have successful primary teaching experience and be able to demonstrate management expertise. They should have a practical understanding and experience of curriculum planning for a multicultural society, a thorough grasp of and commitment to equal opportunities and a proven record of building successful links with parents and the community. We particularly welcome applications from black teachers and as such •Section 38 (1) (b) of the Race Relations Act 1976 applies.
Application forms and further details (sae) obtainable from Director of Education, Education Department, P O Box No. 1, Chesterfield House, 9 Park Lane, Wembley, Middx. HA9 7RW returnable by 28 March 1986.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to multi-cultural education. (17462) 110010

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
CHALFONT ST PETER C/E MIDDLE SCHOOL (V.A.)
Penn Road, Chalfont St Peter, Bucks.
(Group 5)
Applications are invited from well qualified and experienced teachers for appointment as Headteacher from September 1986. Applicants from communicant members of the Church would be welcomed.
Application forms and further details available from the Education Officer, Beaconsfield/Chiltern Area Education Office, 26 London Road West, Amersham HP7 0DX. CLOSING DATE: 25/3/86. (17344) 110010

DEVON
Please see displayed advertisement on Page 43.
(17263) 110010

CUMBRIA
COUNTY COUNCIL
BRAMPTON INFANT SCHOOL
Moat Street, Brampton
(County mixed 4 - 7. N.O.R. 120)
Required from September 1986, a Head teacher for this Group 3 school. Applications are invited from suitably qualified and experienced teachers.
Application forms and further details available from the Assistant Director of Education, North East Division, 5 Portland Square, Carlisle CA1 1PU to whom completed applications should be returned by 20 March 1986. (SAE please). (17792) 110010

DEVON
EDUCATION COMMITTEE
ST. ANDREWS CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL
Buckland Monachorum
Appointment HEADTEACHER Group 3. Required for Sept. 1986. Salary scale £10,455 rising to £11,535 per annum.
The School is a modern semi-open plan building, with a roll of 161. A possibility exists for Group 4 status in the future.
Applications are invited from committed Christians for this permanent post, by the 25th March 1986.
Full details and particulars (s.a.e. 15" X 23" required from The Governors' Correspondent, C/o above School, Buckland Monachorum, Yelverton PL20 7NA.
(17397) 110010

DORSET
BURTON C.E. (V.C.) PRIMARY SCHOOL
Campbell Road, Burton, Christchurch
(age range 5 - 11, NOR 250)
HEADTEACHER (GROUP 4)
Required September 1986.
Details and application forms available from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e. Closing date 19th March. (16233) 110010

DORSET
SUMMERBEE C. FIRST SCHOOL
East Way, Bournemouth
(age range 5 - 8, NOR 350)
HEADTEACHER (GROUP 6)
Required September 1986.
Details and application forms available from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e. Closing date 19th March. (31834) 110010

SURREY COUNTY COUNCIL
★ FRINGE AREA LONDON ALLOWANCE £264 p.a. throughout the County.
★ Temporary housing may be available.
★ Generous relocation expenses in approved cases.
HEADSHIP
LIMPSFIELD C/E FIRST SCHOOL
Limpsfield Common, Oxted.
NOR January 1986: 69
HEADTEACHER required for September 1986 for this Group 3 Voluntary Aided Church of England First School for pupils aged 5-8.
Applications are invited from practicing members of the Anglican Church.
Salary Scale — £10,455 - £11,535 p.a.
A house is available.
Application form and further details from: South East Area Education Officer, 123, Blackborough Rd, REIGATE RH2 7DA.
CLOSING DATE: 28th MARCH 1986.
(04333)

SHROPSHIRE EDUCATION COMMITTEE
AN EQUAL OPPORTUNITY EMPLOYER
PRIMARY HEADSHIP
Burnham Primary & Secondary Group 6 (six)
Applications are invited for the Headship of:
Oswestry County Primary School,
Gittin Street,
Woodside,
Oswestry,
SY11 1DT.
Available from the beginning of the Autumn Term, 1986
Application Forms and further particulars (S.A.E.) from:
County Education Officer,
Education Department,
Shirehall,
Shrewsbury.
Tel. 254408
To be returned by Friday 21st March, 1986
(04346)

GLOUCESTERSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
MICKLETON COUNTY PRIMARY SCHOOL
Mickleton, Chipping Campden, Glos.
89 on roll, 5 - 11 years
Head Teacher, Group 2, required 1st September, 1986.
Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester (enclose s.a.e.).
(16580) 110010

GLOUCESTERSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
DINGLEWELL JUNIOR SCHOOL
Dinglewell, Gloucester GL3 3HS
233 on roll, 7 - 11 years
Head Teacher, Group 5, required 1st September, 1986.
Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester (enclose s.a.e.).
(16582) 110010

GLOUCESTERSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
BREAM C OF E (CONTROLLED) PRIMARY SCHOOL
Bream Lydney, Glos.
208 on roll. 5 - 11 years
Head Teacher, Group 4, required 1st September, 1986.
Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester (enclose s.a.e.).
(16583) 110010

HAMPSHIRE
POULNER COUNTY INFANT SCHOOL
North Poulner Road, Ringwood
N.O.R. 210 Approx.
HEADTEACHER Group 4 School
Salary scale currently £11,112 - £12,384
Required September 1986.
Apply to Area Education Officer, Cannon Street, Lymington, Hants. enclosing s.a.e. for further details and application form.
Closing date 14th March 1986. (16606) 110010

HAMPSHIRE
STEEP (CONT) PRIMARY SCHOOL
Steep GU32 2DE
Headteacher required September 1986 for this Group 1 School.
Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester on receipt of a foolscap s.a.e. Closing date for completed application forms 21st March 1986. (16914) 110010

HAMPSHIRE
MOUNT PLEASANT FIRST SCHOOL
Southampton
(3 - 8 years)
Required September, 1986. HEADTEACHER, Group 4 + S.P.A. This is a thriving inner-city Primary School with over 90% ethnic minority children (230 aged 5 - 8 and 80 part-time Nursery Children).
The previous postholder has been appointed Advisory Headteacher for ethnic minority pupils and multi-cultural education.
The LEA is seeking to appoint a primary teacher preferably with direct experience of the needs of ethnic minority pupils at a senior level.
SAE for further details to: Area Education Officer (SW/PH), Arundel Towers North, Portland Terrace, Southampton SO9 4XE.
Closing date for completed application forms 17th March. (16542) 110010

HAMPSHIRE
CHARLES DICKENS MIDDLE SCHOOL
Turner Road, Portsmouth PO1 4PN
Required from September 1986.
HEADTEACHER - GROUP 4 (Social Priority Allowance payable).
Application form and further details from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ (S.A.E. please). Closing date 28th March, 1986. (17363) 110010

HEREFORD AND WORCESTER
COUNTY COUNCIL
LONGDON, ST. MARY'S C.E. PRIMARY SCHOOL
Tewkesbury GL20 6AT
Required from September, 1986, Headteacher for this Group 1 Primary School (5 - 11 years) situated betweem Upton upon Severn and Tewkesbury. Number on roll 39 as at 1st September, 1985. Headteacher's home available.
Other considerations being equal the Governors would hope to appoint a person fully in sympathy with the aims and ethos of the school and who is a practising communicant member of the Church of England.
Existing applications will remain in consideration.
Application forms and further particulars are available from the Reverend L. Davies, Chairman of Governors, Longdon Vicarage, Tewkesbury, Glos. GL20 6AT. Please enclose a stamped addressed envelope. Closing date: 21st March 1986. This post is being advertised Nationally. (17417) 110010

HERTFORDSHIRE
MARGARET WIX JMI SCHOOL AND NURSERY CLASS
High Oaks, St. Albans
(Group 4)
Head Teacher, required for September.
Application form and further particulars from the Divisional Education Office, County Council Offices, Civic Centre, St. Albans, s.a.e. please. (16986) 110010

HUMBERSIDE
EDUCATION AUTHORITY
REQUIRED FOR SEPTEMBER, 1986
HEAD
For the Proposed 5th Avenue Primary School which will open in September 1988 in North Hull
Proposed Group - 7
Projected Number on Roll in 1988 - 600
Age Group: 5 to 11
All Schools within Hull are to be reorganised from September, 1988. The appointment however is to commence in 1986 in order that the successful candidate can be fully involved in all aspects of establishing the new school. Initially the person appointed will be expected to undertake appropriate alternate duties with the LEA.
Currently 5th Avenue Primary School (Age Range 5 to 9) has a Social Priority Status and the new school will be accommodated in parts of the existing Primary and adjacent Junior High School buildings. There is a seperate 60 place Nursery School situated on the site.
HEAD
For the Proposed Flinton Primary School which will open in September, 1988 in East Hull.
Proposed Group - 5
Projected Number on Roll in 1988: 315 Plus 40 place Nursery
Age Range: 3 to 11
All Schools within Hull are to be reorganised from September 1988. The appointment however is to commence in 1986 in order that the successful candidate can be fully involved in all aspects of establishing the new school. Initially the person appointed will be expected to undertake appropriate alternate duties with the LEA.
Currently Flinton Primary School (Age range: 5 to 9) has Social Priority Status and the new school will be accommodated mainly in the existing buildings in Flinton Grove, Hull.
Application forms and further particulars for the above posts are obtainable upon receipt of a large S.A.E. from the Director of Education, II/Q Staffing, County Hall, Beverley, North Humberside HU17 9BA, to whom completed forms should be returned by 31st March, 1986.
(17103) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ST. WILLIAM OF PERTH R.C. PRIMARY SCHOOL (AIDED)
Canon Close, Rochester, Kent
Group 3 Roll 148
Headteacher required from the beginning of the Autumn Term 1986.
Applicants should be practising Roman Catholics and holders of the Catholic Teaching Certificate.
Letters of application, including CV and names and addresses of two referees should be addressed to Father M. Daniels, The Presbytery, Canon Close, Rochester, Kent.
Closing date 21st March 1986.
Re-advertisement - previous applicants will automatically be considered.

TUNBURY COUNTY PRIMARY SCHOOL
Tunbury Avenue, Walderslade, Chatham, Kent
Group 6 Roll 435
Head teacher required for the beginning of the Autumn Term 1986 following the retirement of the present postholder.
Further details and application forms available from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, Kent ME1 1DU, to whom they should be returned by 21st March 1986.

THANET DIVISION
HOLY TRINITY C.E. (CONTROLLED) PRIMARY SCHOOL
Trinity Square, Margate, Kent
APPOINTMENT OF HEADTEACHER Group 5
Applications are invited for the post of Head Teacher of Holy Trinity C.E. (Controlled) Primary School.
Appointment to take effect from September 1986.
Application forms and further details are available from the Divisional Education Officer, Denemount, The Vale, Broadstairs, Kent CT10 2BZ, to whom they should be returned by 21st March 1986 (SAE please).
This is a re-advertisement.

TONBRIDGE AND MALLING DIVISION
DITTON CE JUNIOR SCHOOL (CONTROLLED)
New Road, Ditton, Maidstone, Kent ME20 6AE
APPOINTMENT OF HEAD TEACHER Group 5
Roll 216
Appointment to take effect from September 1986.
Application form and further details available from: Divisional Education Officer, 125 High Street, West Malling, Kent ME19 6NE to whom they should be returned by 28th March 1986 (SAE please).

HALLING COUNTY PRIMARY SCHOOL
Halling, Rochester, Kent ME2 1BG
APPOINTMENT OF HEAD TEACHER Group 2
Required for September 1986.
Application form and further details available from the Divisional Education Officer, 125 High Street, West Malling, Maidstone, Kent ME14 6NE (SAE please) to whom they should be returned by 28th March 1986.
Re-advertisement - previous applicants will be reconsidered.

MAIDSTONE DIVISION
NORTH BOROUGH COUNTY PRIMARY JUNIOR SCHOOL
Peel Street, Maidstone, Kent ME14 2BP
APPOINTMENT OF HEAD TEACHER
Group 5 Roll 396
Head teacher required for September 1986.
Application form and details from:- Divisional Education Officer, Astley House, Hastings Road, Maidstone, Kent, returnable by 21st March 1986 (large SAE). (12079) 110010

Wiltshire
Primary Education
HEADTEACHER POST
Holy Family R.C. Infant School
Marlowe Avenue, SWINDON SN3 2PS
Group 3 Estimated N.O.R. – January 1987 – 137
Required September 1986.
Applications are invited from committed Catholics for the post of Headteacher. Vacant now, following the retirement of the former headteacher.
The Governors are seeking a candidate with good management skills, wide teaching experience and a good knowledge of current curriculum development.
Application forms and further details, (S.A.E. please) are available from The Chief Education Officer, (Ref. PJK) Area Education Office, Sanford House, Sanford Street, Swindon SN2 1QH.
Completed application forms to be returned to the Correspondent to the Governors, Holy Family Presbytery, Marlowe Avenue, Swindon SN3 2PT, no later than Tuesday 18th March, 1986.
DEPUTY HEADTEACHER POST
Winterslow C.E. Aided Primary School,
Middle Winterslow, Salisbury SP5 1RD
Group 4 N.O.R. 176
Applications are invited from experienced and enthusiastic Reception/Infants Teachers for the post of Deputy Head of this Aided School from September, 1986. Preference may be given to worshipping and practising Christians.
Application form and further details (SAE please) from and returnable to the Chairman of the Governors, The Rectory, Winterslow, Salisbury, SP5 1RE by the 7th April, 1986.
Previous applicants need not re-apply but will be considered.
Scale 1 Post
Box Highlands County Primary School,
Broadwood Avenue, Corsham, SN13 0LX.
Group 4 N.O.R. 199
Scale 1 Teachers
Two enthusiastic, energetic teachers required for Upper Juniors. One for Summer Term only and one for the long term Sick Leave of a permanent member of Staff.
Written letters of application stating age and giving particulars of Education, Training and Experience and also the names and addresses of two referees to be sent to the Head Teacher by 14th March, 1986. (15769)

Education
Head Teachers
(2 Posts)
Post 1.
Applicants should be qualified teachers. The vacancy is created by the retirement of the present Head Teacher.
Group 4
NOTTINGHAM SPRINGFIELD PRIMARY AND NURSERY SCHOOL
Lawton Drive,
Bulwell Hall Estate,
Nottingham,
NG6 8BL
Roll: 253 (Including Nursery)
Post 2
Qualified teachers are required for this day Special School, for Senior maladjusted children, established three years ago. Vacant 1 September.
Group 5 (S)
NOTTINGHAM WESTBURY SCHOOL
Lortas Road,
New Basford,
Nottingham
NG1 1EH
Roll: 60
For the above 2 posts application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, at County Hall. Closing date 21 March. Please quote ref. S28.
An Equal Opportunity Employer.
Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

HARROW EDUCATION COMMITTEE
St. Teresa's First & Middle School
Uxbridge Road, Hatch End, Middlesex, HA5 4EA
HEADTEACHER
Group 4 (plus Outer London Allowance £678)
required for September 1986.
Applications are invited from suitably qualified, experienced and committed Roman Catholics. The Governors are seeking a candidate with good management skills and wide teaching experience. Application forms from the Headteacher at the above address to be returned to Rev. L. Cole, 22 Boniface Walk, Harrow, HA3 6PU, not later than 21st March 1986.
Harrow is an equal opportunity employer.

PRIMARY HEADSHIPS
continued

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
SCISSETT CE(A) FIRST SCHOOL
Wakefield Road, Scissett, Huddersfield HD8 9HR
Ref: 1294
Applications are invited from suitably experienced teachers for the Headship of this Group 3 school which caters for the age range 5 - 10 years. The appointment will date from September 1986. The Governors would prefer to appoint a committed christian who is a practising member of the Church of England.

BIRKENSHAW CE(C) FIRST SCHOOL
Southcroft Avenue, Birkenshaw, Bradford BD11 2DD
Ref: 1295
Applications are invited from suitably experienced teachers for the Headship of this Group 3 school which caters for the age range 5 - 9 years. The appointment will date from September 1986.
Application forms and further details (s.a.f.e. please) available from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of the appearance of this advertisement in the press.
An Equal Opportunity Employer. (17454) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced Teachers for the following Headship appointment:

COUNTY PRIMARY SCHOOL
Carlton-in-Naith, Near Goole
(Group 3)
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton DL7 8AE to whom completed forms should be returned by 21st March 1986. (12078) 110010

LEICESTERSHIRE
LOUGHBOROUGH ENDOWED SCHOOLS
Lower School (Fairfield)
For January, 1987 -
Applications are invited for the Headship of this independent co-educational School of 420 pupils aged 4 - 11 which is the lower school to Loughborough Grammar School (boys) and Loughborough High School (girls), both of which are independent.
The School is housed in separate buildings in pleasant grounds with its own playing fields, gymnasium and library. The academic standard is high and there is every facility for an interesting and broad curriculum.
Salary in excess of Burnham.
Further details obtainable from the Clerk to the Governors, 5 Burton Walks, Loughborough, Leics. LE11 2DU.
Closing date for applications - 4th April, 1986.
(98243) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following Headship appointments:-

HESLERTON C.E. PRIMARY SCHOOL
Near Malton
(GROUP 1)
THORPE WILLOUGHBY COUNTY PRIMARY SCHOOL
Near Selby
(GROUP 5)
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton to whom completed forms should be returned by 21 March 1986.
(17817) 110010

NORTHUMBERLAND
CHOPPINGTON COUNTY FIRST SCHOOL
Group 4, 4 - 9 First School of 130 pupils
Headteacher required from 1st September 1986.
Removal expenses and lodging allowance payable.
Application forms and further details forward foolscap sae to Director of Education, County Hall, Morpeth, Northumberland NE61 2EF to whom completed forms should be returned within fourteen days.
(17757) 110010

OXFORDSHIRE
COUNTY COUNCIL
HAGBOURNE CE (C) PRIMARY SCHOOL
East Hagbourne, Didcot
Applications are invited for the Headship of this Group 2 primary school (approximately 115 on roll) which falls vacant in September, 1986.
Further details and application forms available from Chief Education Officer (ref DPC), Macclesfield House, New Road, Oxford OX1 1NA, to whom completed applications should be returned by 21st March, 1986. S.A.E please.
(16959) 110010

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
KERRY V.P. (AIDED) PRIMARY SCHOOL
Required for 1st June, 1986, or later, a qualified Head Teacher, who will be expected to be a communicant member.
Salary will be on group 2. (Ref: 87).
Application forms and further details obtainable from Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 31st March, 1986.
(16261) 110010

SEFTON
EDUCATION COMMITTEE
PRIMARY
GOOD SHEPHERD SCHOOL FOR THE PHYSICALLY HANDICAPPED
Sterrix Lane, Liverpool L21 0DA
HEADTEACHER required in September 1986 for this GROUP 4(S) school (approximately 50 on roll).
Application forms and further details, on receipt of s.a.e., from the Chief Education Officer, Town Hall, Oriel Road, Bootle L20 7AE.
CLOSING DATE - 31st March 1986. (17796) 110010

WEST GLAMORGAN
County Council

EDUCATION DEPARTMENT

PRIMARY DEPUTY HEADTEACHER POSTS

Applications are invited for the following posts to commence as soon as possible.

RHYDYFRO PRIMARY SCHOOL
Commercial Road, Rhydyfro, Pontardawe, Swansea SA8 4SS.
(Mixed) (140 on Roll) (Age Range 3-11).
A DEPUTY HEADTEACHER
for this Group 4 School.
(Post ref: 1.4.86).

LLANSAWEL PRIMARY SCHOOL
Briton Ferry, Neath SA11 2JJ.
(Mixed) (112 + Nursery on Roll) (Age Range 3-11).
A DEPUTY HEADTEACHER
for this Group 3 School.
(Post ref: 2.4.86).

Application forms and further particulars for the above posts are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN, on receipt of a large stamped addressed envelope quoting the above post reference.
The CLOSING DATE for the receipt of completed applications is THURSDAY, 20th MARCH, 1986. (04314)

SURREY
COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £264 p.a. throughout the County.
★ Temporary housing may be available.
★ Generous relocation expenses in approved cases.

DEPUTY HEADSHIP
LANGSHOTT COUNTY FIRST SCHOOL,
Smallfield Road, Langshott, Horley.
NOR January 1986, 46 (NOR are ultimately expected to rise to 150).
DEPUTY HEADTEACHER required from September 1986 for this Group 3 school which opened in September 1985.
Applications are invited from suitably qualified, enthusiastic and experienced teachers, who are prepared to lead in Curriculum Development and to take responsibility in various aspects of this new school's work. Salary Scale £6,807 - £9,753 pa.
Application forms and further details from the SE Area Education Officer. CLOSING DATE: 21st March 1986. (04398)

Deputy Headships Second Masters/ Mistresses

BEDFORDSHIRE
SOUTHERN AREA
HADRIAN LOWER SCHOOL
Hadrian Avenue, Dunstable, Beds.
Tel: 64353
Required for September, 1986, Deputy Head, Group 2. Experienced teacher with particular interest in the infant age range.
Application forms and further particulars obtainable from and returnable to the Head at the School, s.a.e. please.
(17579) 110012

BRENT
LONDON BOROUGH
SALUSBURY JUNIOR MIXED SCHOOL
Salusbury Road, NW6 6RG
Tel: 01-624 0311
Social Priority School, Roll: 163
Required from Easter 1986 Deputy Head Teacher required for this Group Junior School. Applicants should have sound experience and knowledge of junior school practice, and should be able to demonstrate a thorough grasp of commitment to equal opportunities and the development of anti-racist, anti-sexist curriculum. Evidence of fostering links between home, school and community are essential.
We welcome applications from members of black ethnic communities and as such section 35(1) (B) of the Race Relations Act 1976 applies.
Application forms and further particulars (large sae) are available from the Head Teacher returnable by 28th March 1986.
London Allowance of £1,038 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated application forms (SAE) obtainable from the Head Teacher returnable within 14 days. (17638) 110012

Hounslow
Education Department
THE ROSARY RC INFANT AND NURSERY SCHOOL
Heston Road, Heston, Middlesex. Tel: 01-570 4942
Headteacher: Mrs F. W. Staley, B.Ed
Required from September 1986 –
DEPUTY HEADTEACHER
(Group 4)
An enthusiastic committed Catholic teacher with a professional attitude for this two-form entry Nursery/Infant school. The appointee would be expected to show a willingness to share in curriculum development projects, as well as carrying out all the normal duties of a Deputy.
Application forms and further details are available from the Director of Education (Ref PA/EBA), Civic Centre, Lampton Road, Hounslow TW3 4DN and they should be returned by 17 March 1986 to the Headteacher. Please enclose s.a.e. (foolscap).
Applicants may also contact the Headteacher to arrange a visit to the School.
LONDON ALLOWANCE: £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
OWLSMOOR PRIMARY SCHOOL
Cambridge Road, Owlsmoor, Nr. Camberley, Surrey GU15 4SZ
N.O.R. 531
Reqired for September 1986, a Deputy Headteacher for this Group 6 Primary School.
The candidate should be an experienced and enthusiastic teacher with sound stimulating classroom practice. The ability to make a major commitment to curriculum development will be required in addition to the duties normally expected of a Deputy Head.
Please contact the Headteacher for application form SAE, required.
Closing date: 27th March, 1986.
An Equal Opportunity employer. (17740) 110012

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
BUTLERS COURT COMBINED SCHOOL
Wattleton Road, Beaconsfield
(Group 6)
Headmaster: J.H. Astbury
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Headteacher with effect from September 1986. Applicants should be able to take a lead in curriculum development throughout the school (5 - 12).
Application forms and further details available from the Education Officer, Beaconsfield/Chiltern Area Office, 26 London Road West, Amersham HP7 0DX.
CLOSING DATE: 21ST MARCH 1986.
(17376) 110012

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area
HARTFORD INFANT SCHOOL
Mayfield Crescent, Huntingdon, Cambs.
Applications are invited for the DEPUTY HEADSHIP of this Group 3 Infant School from Easter 1986.
This is a re-advertisement previous applicants need not re-apply.
Application forms and further details from the Headteacher (SAE please).
Closing date 21st March. (17530) 110012

CROYDON
LONDON BOROUGH OF CROYDON
Education Committee
DEPUTY HEADSHIP
BYRON INFANTS SCHOOL
St. David's, Coulsdon, Surrey CR5 2XE
Tel: 01-668 0250
Applications are invited from imaginative and committed teachers with wide experience in the age range 4 - 7 years.
The person appointed will be expected to make a significant contribution to established team working co-operatively in shared teaching areas.
Visits to the School are welcome.
Salary Deputy Head Teacher Group 3 plus London Allowance of £678.
Tenable 1st September 1986.
Application form and further details obtainable from and returnable to the Head Teacher at the School.
This post is exempt from the LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17822) 110012

CROYDON
LONDON BOROUGH OF CROYDON
Education Committee
DEPUTY HEADSHIP
WOODSIDE JUNIOR MIXED SCHOOL
Morland Rd., Croydon CRO 6NF
Tel: 01-654 5333
Applications are invited for the Deputy Headship of this School.
Salary Deputy Head Teacher Group 4 plus London Allowance of £678.
Tenable 1st September 1986.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.
This post is exempt from the LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17821) 110012

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
DEPUTY HEADSHIP
SPRING PARK INFANTS SCHOOL
Bridle Rd., Croydon CRO 8HQ
Tel: 01-777 2808
Applications are invited from teachers who are experienced with this age range. The successful candidate will be flexible and adaptable in all areas of the School life.
A preliminary informal visit to the School is welcome.
Salary Deputy Head Teacher Group 4 plus London Allowance of £678.
Tenable 1st September 1986.
Application form and further details obtainable from and returnable to the Head Teacher at the School.
This post is exempt from the LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17824) 110012

CROYDON
LONDON BOROUGH OF CROYDON
Education Committee
DEPUTY HEADSHIP
ROWDOWN JUNIOR SCHOOL
Calley Down Cres, New Addington, Croydon CRO 0EG
Tel: 0689 43367
Applications are invited from teachers who are experienced with this age range. The successful candidate will be flexible and adaptable in all areas of the School life. Music an advantage but not essential.
A preliminary informal visit to the School is welcome.
Salary Deputy Head Teacher Group 4 plus Social Priority Allowance.
Tenable 1st September 1986.
Application forms and further details obtainable from and returnable to the Head Teacher at the School. Closing date 21st March 1986.
Previous applicants will automatically be reconsidered.
This post is exempt from the LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17823) 110012

DEVON
Please see displayed advertisement on Page 43. (17265) 110012

DORSET
ST. MARY'S CE (AIDED) PRIMARY SCHOOL
Clay Lane, Beaminster
(GROUP 3)
DEPUTY HEADTEACHER
Required from September, 1986.
Application forms, returnable to the Headmaster by 24th March, and further details from the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ (foolscap s.a.e.).
(17594) 110012

EAST SUSSEX
WHITEHOUSE COUNTY PRIMARY SCHOOL
North Street, Hailsham BN27 1DN
From September 1: Deputy Head (Group 4) to accept overall responsibility for the junior department and some areas of curriculum development from 5 to 11 years.
Relocation grants in approved cases.
Application forms and details (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by March 21. (17549) 110012

ESSEX
COPPINS GREEN COUNTY PRIMARY SCHOOL
Melbourne Road, Clacton-on-Sea CO15 3SP
Tel: Clacton-on-Sea 422825
(Roll 380)
DEPUTY HEADTEACHER, Group 6
(Re-Advertisement)
September, 1986, new school opened in November, 1985. Interest in curriculum development and wide experience of primary age range. Previous applicants need not re-apply. Closing Date: 21st March 1986.
Application forms and further details from the Area Education Office, Park road, Colchester CO3 3UP (foolscap s.a.e. please).

WEST LEIGH INFANT SCHOOL
Ronald Hill Grove, Leigh-on-Sea
Tel: SoS 76610
(Roll 310)
DEPUTY HEAD, Group 5 required September, enthusiastic and experienced teacher required for this traditional school. Visits to the school are welcome by arrangement with the Headteacher. Closing date: 11th April, 1986.
Further details and application forms available from South East Essex Area Education Office, Civic Centre, Victoria Avenue, Southend-on-Sea (foolscap s.a.e. please).

SOUTH WOODHAM NO. 3 PRIMARY SCHOOL
Gandalf's Rise, South Woodham Ferrers
DEPUTY HEAD, Group 5
Required September, for opening of new primary school, enthusiastic, experienced teacher with thorough understanding of modern educational ideas relating to principles of primary school curriculum.
Application forms from and returnable to Mid-Essex Area Education Office, 'A' Block, County Hall, Chelmsford CM1 1JW (foolscap s.a.e. please).

GREAT WALTHAM C OF E (CONTROLLED) PRIMARY SCHOOL
Great Waltham, Chelmsford CM3 1NL
Tel: Chelmsford 360395
(Roll 134)
DEPUTY HEAD, Group 3
Required September, 1986, enthusiastic teacher, capable of leadership, to join dedicated staff. Must be prepared to take responsibility, under headteacher's direction, for lively infant department. Closing date: 21st March 1986.
Applications to Mid-Essex Area Education Office, P.O. Box 398, 'A' Block, County Hall, Chelmsford CM1 1JW (foolscap s.a.e. please).
(17789) 110012

HAMPSHIRE
HOLME COUNTY JUNIOR SCHOOL
Openfields, Headley, Bordon, Hampshire
Deputy Headteacher required September, 1986 for this Group 4 School.
Further details from the Headteacher. Applications with full c.v. and two educational referees to the Headteacher. (17899) 110012

HERTFORDSHIRE
BEECHFIELD JMI SCHOOL
Gammons Lane, Watford WD2 5HX
(Tel: Wat. 21268)
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEAD (Group 5) from September 1986, following the promotion of the present holder. (London fringe allowance £264 + S.P.A. Allowance £201).
Applicants should be caring, enthusiastic, hard-working teachers with the flexibility to meet the demands of an expanding modern primary school in a semi open plan building. The successful candidate will be expected and active role in all aspects of school life.
Application form and further details from the Headmaster (s.a.e. please). Visits to the school prior to application are welcome. Closing date: 21st March 1986. (17259) 110012

HERTFORDSHIRE
HOLY ROOD RC INFANT SCHOOL
Greenbank Road, Watford
Required September, Deputy Head for this Group 3 Infant School. Catholic preferred. London fringe allowance £264.
Apply by letter to Headmistress giving curriculum vitae and names and addresses of two referees by 21st March 1986. (17256) 110012

HERTFORDSHIRE
BROOKLAND INFANTS SCHOOL
Elm Drive, Cheshunt, Waltham Cross, Herts.
NOR: January 1986 - 150
Required for September 1986 an experienced infant teacher for the deputy headship of this expanding infants school.
Salary range £6,807 - £9,753 - fringe allowance.
Application forms and further details from the Divisional Education Office, Scott House, Hagsdell Road, Hertford, SAE please. Closing date 20th March. (17571) 110012

HERTFORDSHIRE
HORMEAD C OF E JMI SCHOOL (AIDED)
Great Hormead, Nr. Buntingford, Herts. SG9 0NR
Tel: Great Hormead 201
Required for September 1986: DEPUTY HEADTEACHER FOR THIS GROUP 2 VILLAGE PRIMARY SCHOOL (aged 5 - 11).
Please apply to the Headmaster for an application form and further details, SAE please. (17568) 110012

PRIMARY DEPUTY HEADSHIPS
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
ANTHONY ROPER CP SCHOOL
High Street, Eynsford, Dartford, Kent DA4 0AA
Group 4. Roll approx. 196
Required for September 1986 an enthusiastic Deputy Headteacher. Please state special interests.
Further details and application form from the Headmaster. Please enclose SAE. (12080) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
DEPUTY HEADSHIP
WOOLDEN HILL PRIMARY SCHOOL
Netherfield Road, Anstey, Leicester LE7 7ES
Group 4, N.O.R. 194
Headteacher: Miss P. Wells
Required for September 1986, an enthusiastic and experienced teacher for the post of Deputy Head at this open plan primary school.
Further details and application form from the school (S.A.E. please). closing Date: 21st March, 1986. (17768) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
DEPUTY HEAD/WARDEN
THE FAIRFIELD COUNTY PRIMARY SCHOOL
Cheshire, Drive, South Wigston, Leicester LE8 2WA
Headteacher: Mr. B. Downs
GROUP 4, ROLL 199
Required for September, 1986 an enthusiastic and suitably qualified teacher to play an active role in the development of this open plan 4+/10+ primary school and new Community Centre. An interest in language development desirable.
Further details and application form from the school (S.A.E.) closing date: 21st March, 1986. (17767) 110012

LONDON SW7
FAIRLEY HOUSE
DEPUTY HEAD
See Display Advertisement under Preparatory Schools: Deputy Headships.
(16946) 110012

NOTTINGHAMSHIRE
COUNTY COUNCIL
ST. PATRICK'S R.C. (AIDED) PRIMARY SCHOOL
Coronation Avenue, Wilford, Nottingham NG11 7AB
DEPUTY HEAD (Group 2)
Roll: 90
An enthusiastic and experienced teacher is required for September. The successful candidate will play a full part in all aspects of school life and be able to lead in developing a major area of the school curriculum.
Applicants should be practising Catholics. Please state curricular strengths and interests.
Application forms and further details are available (s.a.e.) from the Head Teacher at the school.
An Equal Opportunity Employer. (17249) 110012

SUFFOLK
COUNTY COUNCIL
BACTON COUNTY PRIMARY SCHOOL
Bacton, Stowmarket
(Age range 5 - 9: 105 on roll)
Required from September, 1986 DEPUTY HEAD (Group 3), for this newly re-modelled and extended Primary School.
Application forms and further details available from the Headteacher at the School (s.a.e. please) to whom completed forms should be returned. (17629) 110012

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
THORNEY CLOSE PRIMARY SCHOOL
(GROUP 6)
Required for September, 1986: DEPUTY HEADTEACHER (Group 6).
Application forms obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed envelope to be returned to him by 21st March, 1986.
(17367) 110012

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SELWYN INFANTS SCHOOL
Selwyn Avenue, London E4
Head: Mrs. C. McMillan
Required for September
DEPUTY HEADTEACHER - GROUP 4
Salary: £8,049 - £10,482 + Outer London Allowance
School Roll: 215 (approx.)
An experienced and successful teacher required for the Deputy Headship of this Infants School.
Application form (and further details) available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton E10 5QJ.
Closing date: 21st March, 1986.
(Ref: P. 86/846uc.)
(17742) 110012

WALSALL
METROPOLITAN BOROUGH
DEPUTY HEAD TEACHER
Group 4
Required for September 1986, at Pheasey Infant School, Reaburn Road, Great Barr, Birmingham. Applicants should be suitably qualified and experienced with ability to teach across the Infant and Nursery age range with confidence. Candidates should have initiative, be able to play a major role in curriculum development and contribute fully in all aspects of school management.
Applicants wishing to visit the school are welcome to do so, and should contact the Head Teacher on 021 360 7700. Previous applicants will be re-considered.
Application forms and further details are available on request of an S.A.E. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ.
Closing Date: 21st March 1986.
Walsall is an Equal Opportunity Employer.
(16797) 110012

WEST SUSSEX
EASEBOURNE PAROCHIAL (CONTROLLED) FIRST SCHOOL
Easebourne Street, Easebourne, Midhurst GU29 0BD
(Group 3, 5 - 10 age range, 125 on roll)
Applications are invited from experienced and versatile teachers for the appointment of Deputy Headteacher Group 3.
Form and details from Headmaster at School. Closing date 21st March, 1986.
(17358) 110012

WILTSHIRE
Please see display advertisement on Page 35. (13905) 110012

Scale 2 Posts and above

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1986
WHITINGS HILL J.M.I. SCHOOL
Whitings Road, Barnet EN5 2QY
Roll 265
An experienced Primary teacher with ability to lead curriculum development in any important area of Primary Education. Candidates should be committed to the development of learning concepts, skills and knowledge through a practical curriculum. The appointment is initially for an Infants class. Scale 2.
Removal- expenses and separation allowances available.
Application forms (s.a.e.) obtainable from the Director of Education Services, Town Hall, Friern Barnet N11 3DL to be returned to the Head Teacher by 21st March, 1986.
(16574) 110020

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER, 1986
TUTOR J.M.I. SCHOOL
Queens Road, Finchley N3 2AG
Roll: 186
Teacher to be responsible for Mathematics Development and co-ordination throughout the school. Initially classroom responsibility will lie with younger children, Scale 2.
(Re-advertisement - previous applicants will be reconsidered).
Removal expenses and separation allowances available.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL to be returned to the Head Teacher by 21st March, 1986.
(16566) 110020

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
GREENHAM COURT PRIMARY SCHOOL
Pyle Hill, Newbury RG14 7QJ
N.O.R. 364
Required September, 1986, an experienced Infant Teacher (Scale 3) required to act as Team Leader for the lower school of this open plan school. Visits welcomed by prior appointment.
Application forms and further details from the Headteacher (SAE please).
Closing date: 21st March 1986.
An Equal Opportunity employer. (17738) 110020

BIRMINGHAM
CITY COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
ST. JOHN'S C.E. J.I. SCHOOL
Stratford Road, Birmingham B11 4EA
Tel: 021-772 1469
Scale 2 + S.P.S. An exciting opportunity for an enthusiastic teacher to explore the developing area of Technology in Primary Schools. The appointed teacher would also be required to co-ordinate and develop the teaching of an established Mathematics scheme throughout the school.
Application forms and further particulars available from the Chairman of the Governors, c/o the school enclosing s.a.e. Closing date: 21st March, 1986. (16783) 110020

BRENT
LONDON BOROUGH OF BRENT
GLADSTONE PARK JUNIOR SCHOOL
Sherrick Green Road, NW10 1LB
Tel: 01-452 1350
Roll: 236 - (Social Priority School)
Required for April 1986 or as soon as possible thereafter - Enthusiastic and able TEACHER required to co-ordinate First Year Junior Curriculum (Scale 2). Ability to co-operate in developing a well-integrated programme of work vital. Some liaison with parents and feeder Infants' School involved.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated application forms (SAE) obtainable from the Head Teacher returnable within 14 days. (17471) 110020

BRENT
LONDON BOROUGH OF BRENT
COMPUTER EDUCATION - PRIMARY
(BURNHAM SCALE 3 PLUS LONDON ALLOWANCE OF £1,038)
Required from April 1986 or as soon as possible thereafter -
Applications are invited for this new post which will carry responsibility for developing the use of microcomputers in the pre-school - primary school phase.
This is a permanent post, based at the Computer Centre which is shortly to be established.
The successful candidate will have primary or secondary teaching experience, a thorough understanding of the relevance and potential use of microcomputers in primary education, and the personal qualities required to support, advise and enthuse other teachers.
We particularly welcome applications from black teachers and Section 38 (1) (b) of the Race Relations Act 1976 applies.
Previous applicants will be reconsidered and need not reapply.
Application forms and further details (sae) available from Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable by 28 March 1986.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to multi-cultural education. (17470) 110020

BRENT
LONDON BOROUGH
PRESTON PARK JUNIOR MIXED AND INFANT SCHOOL
College Road, Wembley, Middlesex HA9 8JR
Tel: 01-904 3602
Roll: 516
Required from Easter 1986 an enthusiastic and imaginative teacher (Scale 2) to be responsible for the teaching of Music, to encourage and help colleagues and to co-ordinate with the infant postholder. This is a very well-equipped school with a flourishing choir and orchestra. The successful applicant will be responsible in the first instance for a second year junior class.
London Allowance of £1,038 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated application forms (SAE) obtainable from the Head Teacher returnable within 14 days. (17639) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
COPPERFIELD COUNTY MIDDLE SCHOOL
Chapter, Coffee Hall, Milton Keynes MK6 5EA
Required from September 1986, a well qualified and experienced teacher to act as Upper School Co-ordinator. Scale 3.
Candidates will require experience of co-operative teaching and will be required to assist the Headteacher in introducing a vertical structure into the upper part of the school. An ability to develop mathematics throughout the school would be an advantage but not essential.
Previous applicants will be automatically reconsidered.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, I Chapman, on receipt of a foolscap stamped addressed envelope. (17383) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
WATER HALL COUNTY MIDDLE SCHOOL
Melfort Drive, Bletchley, Milton Keynes MK2 3QD
Required from September 1986, an enthusiastic class teacher willing to develop Music throughout the school, with verve and vitality. Scale 2.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Acting Headteacher, R. Forster, on receipt of a foolscap stamped addressed envelope. (17377) 110020

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area
SOMERSHAM COUNTY PRIMARY SCHOOL
Somersham, Huntingdon, Cambs.
Required for September, experienced Teacher (Scale 2) with responsibility for Language Development and Library. A contribution to other curriculum areas desirable. Scale 3 available for suitable applicant.
Further particulars and application forms from the Headteacher.
Closing date 21st March. (17527) 110020

EALING
LONDON BOROUGH
EDUCATION SERVICE
ADVISORY TEACHER: PRIMARY SCIENCE
Required for September, 1986.
1 Post at Senior Teacher level.
1 Post at Scale 4.
Applications are invited from well qualified teacher for these two new senior posts. The posts will offer teachers of energy and ability the opportunity to assist in the Authority's programme of curriculum support and staff development.
These posts have been established under the ESG scheme and will exist for the duration of this funding (3 years).
Application forms and further details from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, London W5 5SU (S.A.E.), to be returned by 21st March, 1986.
(17477) 110020

ESSEX
ALTON PARK COUNTY JUNIOR SCHOOL
Alton Park Road, Clacton-on-Sea CO15 1DL
Tel: Clacton-on-Sea 424335
(Roll 336)
TEACHER, Scale 3
Required September, 1986, involvement in co-ordinating work, staff development, curriculum and organisational responsibilities. Boys' Games, Computers, Social Studies advantageous. Closing Date: 28th March, 1986.
Application forms and further details from the Area Education Office, Park Road, Colchester CO3 3UP (foolscap s.a.e. please). (17790) 110020

HAMPSHIRE
ST. JOSEPH'S R.C. (AIDED) PRIMARY SCHOOL
Bridge Road, Aldershot, Hampshire GU11 3DD
N.O.R. 276
Scale 3 post
Applications are invited from suitably qualified practising Catholics to assist Head and Deputy Head with curriculum development.
Closing date 21st March 1986.
Details and application forms (s.a.e.) from the Headteacher. (17287) 110020

HAMPSHIRE
OAKWOOD COUNTY INFANT SCHOOL
Hartley Wintney, Basingstoke, Hampshire RG27 8DZ
N.O.R. 185
Scale 2 post
Required for September 1986. Teacher required for Mathematics and Science throughout the school. An interest in computers essential. Closing date 21st March 1986.
Letter of application nominating two referees to th Head Teacher with s.a.e. for details. (17286) 110020

HARROW
EDUCATION COMMITTEE
ST. BERNADETTE'S R.C. FIRST AND MIDDLE SCHOOL
Clifton Road, Kenton, Harrow, Middx. HA3 9NS
Tel: 01-204 8902
Scale 3
CO-ORDINATOR FOR MATHEMATICS IN FIRST SCHOOL
Required for September 1986, a suitably qualified and experienced class teacher to be responsible for the co-ordination of mathematics in the First School. Although required for First School, knowledge of the mathematical needs of children throughout the age range 5 - 12 would be an advantage. Must be practising R.C.
Outer London Allowance Payable.
Application form from and to be returned to The Headteacher by 21st March 1986. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer.
(17599) 110020

HARROW
EDUCATION COMMITTEE
WELLDON PARK FIRST SCHOOL
Kingsley Road, South Harrow, Middx. HA2 8LT
Tel: 864 9378
Required for April 1986, a qualified and enthusiastic teacher committed to modern Primary practice who has a partner interest in Mathematics. The person appointed will be responsible initially for a 2nd year class and will be expected to co-ordinate Mathematics teaching throughout this multi-cultural school.
Outer London Allowance payable.
Application forms from and to be returned to The Headteacher by 19th March 1986. Please enclose stamped addressed envelope.
Harrow is an Equal Opportunity Employer.
(17630) 110020

HARROW
EDUCATION COMMITTEE
CANNON LANE MIDDLE SCHOOL
Cannonbury Avenue, Pinner, Middlesex HA5 1TS
Tel: 01-868 7809
SCALE 2 SCIENCE
September 1986
Applications are invited from qualified and enthusiastic teachers committed to Modern Primary School Practice who have a particular interest in Science.
The person appointed will be responsible for a class and will be expected to co-ordinate the science teaching throughout the age range.
Applicants should give details of other curricular strengths and/or interests.
Outer London Allowance Payable.
Applications from and to be returned to the Headteacher by 19.3.86. Please enclose SAE.
Harrow is an Equal Opportunity Employer.
(17631) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
MINET JUNIOR SCHOOL
Avondale Drive, Hayes UB3 3PF
Headteacher: Mr. H.B. Clarke
Required for September, 1986, an experienced and enthusiastic teacher for a Scale 2 post with special responsibility for AVA. An interest in games would be an advantage.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex, (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 21st March, 1986.
Outer London Allowance Payable. (16780) 110020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
SALTWOOD CE (AIDED) PRIMARY SCHOOL
Grange Road, Saltwood, Hythe, Kent CT21 4PP
The Governors will be seeking to appoint for September 1986 a committed, practising Christian who is an enthusiastic, experienced infant teacher. Scale 2 post available for suitably qualified candidate.
Applications, together with a testimonial from the candidate's parish priest, to be received by 6th May 1986.
Further details of the vacancy are available from the Clerk to the Governors, Mrs. D.H. Bennison, Thurkettle, Kiln Corner, Saltwood, Hythe. Applicants who wish to visit the school are invited to contact the Headmaster, Mr. J.R. Bishop (Tel: Hythe 66058). (12081) 110020

HAVERING
LONDON BOROUGH OF HAVERING
BROOKSIDE JUNIOR SCHOOL
Dagnam Park Drive, Harold Hill, Romford RM3 9DJ
Tel: Ingrebourne 43074
Acting Headteacher: C. Cooper
(Roll 194)
Required for September 1986 a suitably experienced and enthusiastic teacher. Scale 2 to take responsibility for English throughout the school. Applicants should be able and willing to take an active role in curriculum development throughout the school. An interest in special needs would be an advantage.

MAWNEY INFANT SCHOOL
Mawney Road, Romford RM7 7HR
Tel: Romford 41612
Headteacher: Mrs. S.A. Churchill
(Roll 190)
Required for September 1986, Scale 2, an experienced and committed teacher for science and environmental studies with health education throughout the school.
Application forms for the above two posts (sae please) from the Director of Educational Services (ref: STAFFING/DHT) Mercury House, Romford RM1 3DR.
Closing Date: 21st March 1986.

ST. ALBANS R.C. J.M. & I SCHOOL
Heron Flight Avenue, Hornchurch RM12 5LN
Tel: Rainham 55644
Headteacher: R. Greenfield, B.Ed.
(Roll 214)
Required for September 1986 mathematics co-ordinator Scale 2. The governors wish to appoint a teacher with successful experience of the primary age to act as co-ordinator for the teaching of mathematics. Applicants should be practising Catholics with the necessary specialist knowledge of mathematics teaching across the age range and should be able to demonstrate both enthusiasm and leadership skills. An interest in the use of computer-aided learning would be an advantage.
Application forms are available (sae please) from the Director of Educational Services, (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR and should be returned to the Chairman of Governors at the school by the 21st March 1986.
(17283) 110020

HEREFORD WORCESTER
Please see main advertisement under primary scale 1 posts.
(17418) 110020

Primary Science and Technology Project
CO-ORDINATOR
(Scale 4 Advisory Teacher)

Scale 3
ADVISORY TEACHERS
(2 posts)

Required from September, 1986, Co-ordinator and two Advisory Teachers to implement the Education Support Grant Programme throughout Essex. Applicants should be well qualified and have successful experience in primary education. These are permanent appointments.
Relocation allowances payable in approved cases.
Application forms and further details are available on receipt of foolscap s.a.e. from County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 20th March, 1986. (15781)

ESSEX
County Council

Education
Bilingual Teacher
– Scale 2
Required on the County Unattached Staff for the Primary Mother Tongue Team to be based in the first instance at Claremont Primary School, Claremont Road, Nottingham from September 1986. Applicants must have oral facility in Mirpuri Punjabi and/or Urdu. Literacy in Urdu would be a significant advantage. Knowledge of Muslim culture is also a requirement of the post. Teaching qualifications appropriate to the primary phase, and recognised by the Department of Education and Science, are essential.
Application forms and further details are available (s.a.e.) from the Director of Education, at County Hall. Closing date 21 March. Please quote ref. 823/145.
An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

PERMANENT UNATTACHED PRIMARY & NURSERY TEACHERS

Scale 1/2
Required April 1986

This authority has an established pool of Unattached Teachers. These Teachers are allocated to schools to provide general cover for short and long term absences and unfilled vacancies. Scale 2 may be available for suiable candidates. THESE POSTS ARE NOT SUITABLE FOR PROBATIONERS.

Applications are invited from enthusiastic Teachers who wish to take advantage of the teaching opportunities that this Borough offers.

The Borough is particularly keen to ensure that members of the ethnic minority groups are well represented in our teaching force.
We therefore would particularly welcome your application if you are from an ethnic minority background.

Newham welcomes applications from qualified teachers at any time for posts related to their qualifications and experience for full or part-time employment.

London Allowance: £1038.

Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 18th March 1986.
Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Authority

(12465)

LONDON BOROUGH OF NEWHAM

PRIMARY SCALE 1 PERMANENT POST

APRIL 1986

Applications are invited from enthusiastic newly qualified and experienced teachers, who are seeking the opportunity to teach in the 4+ – 11 range with effect from 14th April 1986.

Havering, one of the largest London Boroughs is a lively and caring authority. It offers excellent professional support for its teachers at all stages of their careers including well over 100 in-service courses each term. Havering is well placed on the edge of the Essex countryside, and yet within easy reach of London and all its facilities to which there is easy access by public transport both road and rail.

Closing date: 21st March 1986.

Havering

Application forms are available, (see please) from the Director of Educational Services (ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR. (04313)

London Borough of Croydon Education Committee

Has vacancies for infant teachers, Scale 1 at the following Schools from 14th April 1986:-

1. Castle Hill Infants – Middle Infant class
   Dunley Drive, New Addington,
   Croydon CR0 0RJ.
2. Davidson Infants – Middle Infant class
   Dartnell Road,
   Croydon CR0 6JA.
3. Fairchildes Infants – Middle Infant class
   Fairchildes Avenue, New Addington,
   Croydon CR9 0AA.
4. Spring Park Infants – Top Infants class
   Bridle Road,
   Croydon CR0 8HQ.
5. Waddon Infants – Reception class
   Purley Way,
   Croydon CR0 4RG.
6. Winterbourne Infants – i) Reception class
   Winterbourne Road, – ii) Middle Infant class
   Thornton Heath,
   Surrey CR4 7QT.

Application form available from the Director of Education, Education Department (TAS), Telephone 01-686 4433 Extn 2609.

These posts are exempt from the LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (04394)

PRIMARY EDUCATION
continued

REDBRIDGE

DOWNSHALL INFANTS' SCHOOL
Farnham Road, Seven Kings, Ilford, Essex IG3 8UY

Head: Mrs. A.C. Mattocks

Tel: 01-599 1206

Required for September 1986: TEACHER (Scale 2)-Curriculum development with special responsibility for Science. Applications are invited from suitably qualified and experienced teachers for the above post, which is on Scale 2 with Outer London Allowance. Removal expenses and other fringe benefits payable in approved cases.
Application forms are available from and returnable to the Director of Educational Services, 255-259 High Road, Ilford, Essex IG1 1NN (Tel: 01-478 3020, Ext. 193). Closing date: 21st March.
(17485) 110020

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

HOLY TRINITY C.E. JM/I SCHOOL
Carrington Road, Richmond, Surrey TW10 5AA

SCALE 2 TEACHER plus £678 Outer London Allowance

Required for September 1986, an experienced and enthusiastic teacher to be responsible for Mathematics/Science. A willingness to take P.E. (if possible, boys' games) would be an advantage.

Applicants must be committed Christians.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher by Friday 21st March 1986.
(17339) 110020

SHEFFIELD

CITY OF SHEFFIELD WITH THE HEALTH EDUCATION COUNCIL
Project Director required.
Please see ad on Page 72.
(16604) 110020

SUFFOLK

COUNTY COUNCIL
NORTHFIELD JUNIOR SCHOOL
St. Margaret's Road, Lowestoft NR32 4HN
7 - 11: Roll 334
Re-advert
Required for September, 1986, an experienced infant teacher for the post of CURRICULUM CO-ORDINATOR (Scale 3). The successful applicant will be expected to play a leading role in the schools transition from Junior to First School Status (5 - 9) in September 1988.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned.
(17486) 110020

SURREY

EDUCATION COMMITTEE
LAKESIDE C FIRST SCHOOL
Alphington Avenue, Frimley, Camberley, Surrey
(No. on Roll: 198)
Required for September 1986, a Scale 2 post for an enthusiastic First School Teacher with an interest in Science. An ability to innovate, inspire and support is essential.
Application forms and further details may be obtained from the Headteacher, Tel: Camberley 65531. Closing date 21st March 1986.
(16991) 110020

SURREY

EDUCATION COMMITTEE
RE-ADVERTISEMENT
ST. JOHN'S C/E MIDDLE SCHOOL
Markfield Road, Caterham DR3 6RN
Tel: Caterham 43009
(Previous applicants need not re-apply)
Enthusiastic and conscientious Scale 2 teacher required for September 1986. Interest and expertise in Mathematics an advantage.
Application forms and further details from Headteacher.
(17337) 110020

SURREY

EDUCATION COMMITTEE
RE-ADVERTISEMENT
GOODWYNS COUNTY MIDDLE SCHOOL
Dorking
Tel: Dorking 884506
(Previous applicants need not re-apply)
SCALE 2 teacher required for September 1986 general class teaching and to co-ordinate and develop mathematics teaching throughout the school. An interest in computers would be an advantage. The teacher should hold a mathematics qualification or be prepared to undertake the Authority's Diploma Course in Mathematics Teaching.
Application form and further details from the Headteacher. (17338) 110020

SURREY

EDUCATION COMMITTEE
KENYNGTON MANOR COUNTY FIRST AND MIDDLE SCHOOL
Beechwood Avenue, Sunbury on Thames, Middx.
Applications are invited from suitably qualified, enthusiastic and experienced teachers for a Scale two post which carries responsibility for the development of MATHEMATICS AND COMPUTERS throughout the school. Ability to assist with games in the middle school would be welcome. A strong and lively interest across the primary curriculum is required. Vacancy for September 1986.
Application forms available from North East Area Education Office, 7 Monument Hill, Weybridge, Surey KT13 8RZ. Tel: Weybridge 52811.
(17328) 110020

WALTHAM FOREST

ST. MARY'S C. OF E. PRIMARY SCHOOL
Rectory Road, London E17
Head: Mr. R. Church
Required for April or as soon as possible an experienced teacher in sympathy with the aims of an Aided School required to co-ordinate Physical Education throughout the School. Third year junior class teacher initially.
SCALE 2 plus Outer London Allowance.
Appliction form (and further details) available on receipt of a 9" X 4" s.a.e. from and returnable to the Head Teacher.
Closing date: 21st March, 1986.
Ref. P.49/842.
(17744) 110020

WEST SUSSEX

ST. MARY'S C.E. (AIDED) PRIMARY SCHOOL
Pulborough, West Sussex RH20 2AN
Required in September, 1986, Scale 2 post for an experienced teacher to have oversight of the Infant Department, its planning, monitoring of curriculum and general display work. A musical ability would be an advantage.
Communicant members of the Church of England preferred.
Application form and details from the Headteacher on receipt of a s.a.e.

ST. MARY'S C.E. (AIDED) PRIMARY SCHOOL
Pulborough, West Sussex, RH20 2AN
Required in September 1986, Scale 2 post for an experienced teacher to be responsible for language development and physical education within the Junior department.
Communicant members of the Church of England preferred.
Application form and details from the headteacher on receipt of a s.a.e.
(17298) 110020

LONDON BOROUGH OF BRENT EDUCATION COMMITTEE

SUPPLY TEACHERS

Qualified teachers preferably with experience are invited to apply for positions on Brent's pool of Supply Teachers (Scale 1). The work could include long term cover for teachers on maternity leave as well as for casual sickness.

Application forms (sae) from Director of Education, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, returnable within 14 days. Please quote Ref: GIP/T.

London Allowance of £1,038 per annum is payable.

Brent is an Equal Opportunities Employer.

Brent is fundamentally committed to multi-cultural education.

Scale 1 Posts

BARNET

LONDON BOROUGH
Required September, 1986
ST. MARTIN'S R.C. JUNIOR SCHOOL
The Meads, Burnt Oak, Edgware HA8 9HE
Roll 335
Experienced Junior teacher for Top Junior class. Applications from suitably qualified practising Catholics preferred. Scale 1.
Removal expenses and separation allowances available.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL, to be returned to the Head Teacher by 31st March, 1986. (16565) 110022

BIRMINGHAM

THE BLUE COAT SCHOOL, INFANTS TEACHER, SCALE 1.
See under Preparatory Schools. (17525) 110022

BRENT

LONDON BOROUGH OF BRENT
ST. MARY'S RC INFANTS SCHOOL
Canterbury Road, Kilburn NW6 5TS
Tel: 01-624 1830
Roll: 325 - (Social Priority School)
Required as soon as possible: Temporary Part-Time (0.5 Mornings Only) NURSERY/INFANT TEACHER (Scale 1) to cover a maternity leave to 1987.
London Allowance of £1,038 per annum is payable.
Brent is fundamentally committed to a multi-cultural education.
Unless otherwise stated application forms (S.A.E.) obtainable from the Head Teacher returnable within 14 days. (17475) 110022

BRENT

LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY INFANTS SCHOOL
21 Park Avenue NW2 5AN
Tel: 01-459 5890
(Roll: 280)
Required for April 1986 - Temporary TEACHER (Scale 1) for Reception Class to cover maternity leave. Practising Catholic.
London Allowance of £1,038 per annum is payable.
Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated application forms (S.A.E.) obtainable from the Head Teacher returnable within 14 days. (17476) 110022

BRENT

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
PERMANENT UNATTACHED SUPPLY TEACHERS (PRIMARY)
Required as soon as possible.
Qualified teachers are invited to apply for a position in Brent's pool of permanent supply teachers. Primary School experience is essential whether in this country or abroad.
A Scale 1 salary plus London Allowance of £1,038 p.a. is payable (there is the possibility of Scale 2 for experienced teachers). Social Priority Allowance is paid on a pro rata basis.
Brent is an equal opportunities employer and is fundamentally committed to Multi-Cultural Education.
Application forms (sae please) available from Director of Education, London Borough of Brent, Education Office, Chesterfield House, P O box 1, 9 Park Lane, Wembley, Middlesex HA9 7RW. Please Quote Reference: GIP/PU.
(17469) 110022

BRENT

LONDON BOROUGH OF BRENT
CHAMBERLAYNE WOOD JUNIOR MIXED AND INFANTS SCHOOL
Chamberlayne Road, NW10 3NT
Tel: 01-969 8927
Roll: 380 - (Social Priority School)
Required from April 1986 or as soon as possible thereafter. Primary trained TEACHER (Scale 1) to work with upper Juniors in the first instance.

ELSLEY JUNIOR MIXED AND INFANTS SCHOOL
Tokyngton Avenue, Wembley, Middlesex HA9 6HH
(Tel: 01-902 8003) (Roll: 318)
Required from 14 April 1986 for the Summer Term - Temporary enthusiastic and qualified TEACHER (Scale 1) to take on 3rd Year Junior Class in this Open-plan Multi-ethnic School.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated application forms (SAE) obtainable from the Head Teacher returnable within 14 days.
(17472) 110022

DEVON

Please see displayed advertisement on Page 43.
(17269) 110022

Supply Teachers

Primary and Secondary Schoolteacher

Supply teachers are urgently required for work in Primary and Secondary Schools. Work is on a day to day basis but there are prospects for continuity of employment.

One-Term Appointments

Primary Schools

There are vacancies for a number of teachers, some part-time, for the Summer term. Applications from Infant Teachers particularly welcome.

Application forms obtainable from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, DA1 4EN.

Bexley London Borough

Infant Teachers

A number of Infant teachers are required for April to fill full-time vacancies in Infant and Primary Schools in the Borough.

Applications from newly or recently qualified teachers will be welcomed.

Permanent, temporary and part-time posts available.

SCALE 1 plus Outer London Allowance.

Application form (and further details) available on receipt of a 9" × 4" s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Ref, P845.
(15782)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

PRIMARY EDUCATION
continued

BRENT

LONDON BOROUGH
SALUSBURY JUNIOR MIXED SCHOOL
Salusbury Road, NW6 6RG
Tel: 01 624 0311
Social priority school. Roll 163
Required from Easter or as soon as possible a temporary (1 term) Scale 1 teacher to cover for vacancy within the school.
Required from Easter or as soon as possible a temporary (1 term) teacher to cover Junior class vacancy.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated, application forms (sae) obtainable from the Head Teacher returnable within 14 days.
(17636) 110022

BROMLEY

THE LONDON BOROUGH
ST. PHILOMENA'S R.C. PRIMARY SCHOOL (AIDED)
Chelsfield Road, Orpington, Kent BR5 4DR
For September, 1986, an enthusiastic and experienced teacher for First Year Juniors. Computers and Mathematics. Practising Roman Catholic essential. Scale 1.
Application forms and further details available from the Headmistress at the School (foolscap s.a.e. please), completed forms should be returned to the Clerk to the Governors, St. Josephs, High Street, St. Mary Cray, Kent BR5 4AR by 18th March, 1986.
(17576) 110022

CAMBRIDGESHIRE

(Equal Opportunity Employer)
WILBURTON C.E. PRIMARY SCHOOL
Wilburton, Ely, Cambs. CB6 3RJ
Required from September, Infant teacher (Scale 1) for large class of 4 - 7 year olds. Candidates should be in sympathy with the integration of children with special needs.
Application forms and details available from the Headteacher (s.a.e.).
(17514) 110022

DORSET

STOURFIELD C. JUNIOR SCHOOL
Cranleigh Road, Southbourne, Bournemouth
(Age range 8 - 11, N.O.R. 220)
1. Required from Easter for one term only to cover for teacher on secondment Teacher for first year Juniors. Scale 1. Ability to teach science an advantage.
Apply in writing with c.v. and names and addresses of two referees to the Headmistress.
2. Required from September for one year to cover for teacher on secondment. General class teacher, Scale 1. Ability to offer expertise in Mathematics, particularly problem solving and investigations an advantage. Applications from newly/recently trained teachers.
Application forms and further details from the Headmistress on receipt of s.a.e.
(17598) 110022

EALING

LONDON BOROUGH
Education Service
MOUNT CARMEL RC FIRST AND MIDDLE SCHOOL
Little Ealing Lane, Ealing W5 4EA
Required for April 1986, a teacher for the admission class. Catholic teacher preferred.
Scale 1 salary payable plus £1,038 London Weighting.
Relocation expenses payable subject to conditions.
Application forms from the Head (SAE) to be returned by 21 March 1986.
(17463) 110022

EALING

LONDON BOROUGH
Education Service
FULL/PART TIME TEMPORARY CONTRACT TEACHERS
PRIMARY SCHOOLS
A number of Scale 1 posts are available from April to cover maternity leave, secondment, vacancies and long term sickness.
£1,038 London Weighting.
Application forms (SAE) from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 21 March 1986. (17465) 110022

HARROW

EDUCATION COMMITTEE
TEMPORARY TEACHER OF THE DEAF
Scale 1
From 2nd June, 1986, required to cover maternity leave at Cedars First School Hearing Impaired Unit.
There are 12 children who are withdrawn on a tutorial basis according to their individual needs.
Outer London Allowance payable.
Applications from and to be returned to: London Borough of Harrow, Education Dept., SCH/TS2, PO Box 22, Civic Centre, Harrow, 01-863 5611, Ext. 2736 by 19th March. Please enclose a S.A.E.
Harrow is an Equal Opportunity Employer.
(18060) 110022

HARROW

EDUCATION COMMITTEE
CEDARS MIDDLE SCHOOL
Whittlesea Rd., Harrow Weald, Middx. HA3 6LS
Tel: 01-428 4525.
Required for April 1986. An enthusiastic teacher required for one term. The successful applicant should be willing and able to teach all aspects of the middle school curricular across the 8 - 12 age range.
Outer London Allowance Payable.
Application forms from and to be returned to Headteacher, Cedars Middle School by Tuesday March 11th 1986.
Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer.
(17803) 110022

HARROW

EDUCATION COMMITTEE
ROXETH MANOR 1ST SCHOOL
Eastcote Lane, South Harrow, Middx.
Tel: 01-422 6638
Part time (.5) teacher required from April 8th. Must be able to teach all aged within the First School. Interest and experience of Remedial Work and/or Drama would be an advantage.
Outer London Allowance Payable.
Application forms from and to be returned to The Headteacher as soon as possible. Please enclose stamped addressed envelope.
Harrow is an Equal Opportunity Employer.
(17815) 110022

HARROW

EDUCATION COMMITTEE
BELMONT FIRST SCHOOL
Hibbert Road, Harrow Weald HA3 7JT
Tel: 01-427 7997
Required preferably from the beginning of the summer term./ an enthusiastic class teacher prepared to teach any age group within this multi-ethnic first school. An interest in Educational Special Needs could be an advantage.
Outer London Allowance Payable.
Application forms from and to be returned to the Headteacher by 17th March 1986. Please enclose a SAE.
Harrow is an Equal Opportunity Employer.
(17632) 110022

HAVERING

ST. ALBAN'S R.C. J.M. & I. SCHOOL
Heron Flight Avenue, Hornchurch RM12 5LN
Tel: Rainham 55644
(Roll 214)
Headteacher: R. Greenfield, B.Ed.
Required for September 1986, an enthusiastic teacher for the primary age range. The Governors are seeking to appoint a practising Catholic who can make a contribution to the developmnt of the curriculum.
Applications from newly qualified teachers welcomed.
Application forms are available (sae) from the Director of Educational Services, (ref. STAFFING/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR and should be returned to the Chairman of Governors at the School as soon as possible.
(17278) 110022

HEREFORD AND WORCESTER

COUNTY COUNCIL

MOONS MOAT FIRST SCHOOL
Cleeve Close, Church Hill South, Redditch

Required from Summer or Autumn Term enthusiastic teacher wishing to join a happy, forward looking school. Full support given and high standard of competence expected. Probationer applications welcomed (scale 1).

For full details and aplication form please contact Headteacher enclosing SAE. Rented housing could be available for suitable applicant.
Scale 1 applicants also please see under scale 2 posts. (15518) 110022

HEREFORD AND WORCESTER

COUNTY COUNCIL
ST AMBROSE R C INFANTS SCHOOL
Clarence Street, Kidderminster, Worcs. DY10 1RS
Required from September 1986 Assistant Teacher Scale 1*. Must be committed Roman Catholic. A special interest in Maths and some Musical ability would be an advantage.
The successful candidate will be required to accept the terms of the C.E.C. contract.
Application forms available from the Headteacher and should be returned, as soon as possible, to Rev. A.J. Adams, St. Ambrose Rectory, Birmingham Road, Kidderminster, Worcs.
*Scale 2 post for suitable applicant. (17418) 110022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
SANDGATE COUNTY PRIMARY SCHOOL
Coolinge Lane, Folkestone, Kent CT20 3QU
Required for September 1986 a teacher (Scale 1) for lower juniors. An interest in Science/Games an advantage. Applications from College leavers welcomed.
Application forms available from and returnable to the Headteacher by 21.3.86 (s.a.e. please). (18082) 110022

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HEALEY J I & N SCHOOL
Healey Lane, Batley, West Yorkshire
Ref: 1296
Required for the Summer Term 1986 a temporary teacher SCALE 1 for a class of second year junior children.

RAVENSTHORPE I & N SCHOOL
North Road, Ravensthorpe, Dewsbury
Ref: 1304
Required for Easter 1986 for one term only a temporary SCALE 1 teacher for a class of reception children.

PENTLAND INFANT SCHOOL
Pentland Road, Dewsbury, West Yorkshire
Ref: 1304
Required for Easter 1986 for one term only a temporary teacher SCALE 1 for a class of 6/7 year olds. Experience of working with Asian children an advantage but not essential.
Application forms (s.a.f.e. please) from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (17453) 110022

LINCOLNSHIRE

ASSISTANT TEACHER
NORTH HYKEHAM ALL SAINTS CE (CONTROLLED) PRIMARY SCHOOL
BURNHAM SCALE 1
NOR 200
Required for September 1986 an experienced teacher initially for a third year junior class. Candidates must be able to cater for children of a wide-range of ability, be committed to first-hand experience in learning and be able to organise the integrated working day. An interest in boy's games essential and ability to play the piano an advantage.
For forms/details send SAE to the school, All Saints CE (Controlled) Primary School, Moor Lane, North Hykeham, Lincoln LN6 9AB. Closing date 27th March 1986. (L546).
(17765) 110022

LONDON N6

HIGHGATE JUNIOR SCHOOL
(IAPS 300 Boys)
Required for Sptember, 1986 an assistant teacher to teach general subjects to boys aged 7 to 10. The ability to help with games would be an added recommendation and the successful applicant would be expected to take a full part in the life of the School.
Possibility of accommodation being available.
Highgate School Salary Scale.
Applications with curriculum vitae and names and addresses of two referees should be sent to The Mater, Highgate Junior School, 3 Bishopswood Road, London N6, form whom further details of the post may be obtained.
(17075) 110022

NORTHAMPTONSHIRE

NORTHAMPTON HIGH SCHOOL FOR GIRLS
Derngate, Northampton NN1 1UN
(G.S.A. 740 - ages 3 - 18)
Required for September 1986 a well-qualified teacher to take a class of seven to eight year olds in the Junior Department of this independent Church of England day school. Candidates should be familiar with good modern primary practice, be willing to teach across the 4 - 9 age range and have a special interest in Mathematics or Science. Burnham Scale 1.
Apply at once to the Headmistress with curriculum vitae and names of referees.
(17665) 110022

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
240 girls 5 - 11
Two well-qualified Junior School teachers, Burnham Scale 1, required for September, 1986: One for a class of 9 - 10 year olds and the other for 7 - 8 year olds.
See 'Preparatory Schools Other than by Subjects'.
(17112) 110022

OLDHAM

METROPOLITAN BOROUGH

PRIMARY EDUCATION IN OLDHAM

Oldham LEA expects to have vacancies in its Primary Schools for candidates seeking teaching appointments for September 1986. The Authority is looking for keen and enthusiastic teachers who will offer a child centred philosophy of education which they will promote through exciting and stimulating teaching situations.

The Authority is seeking applications from newly trained and experienced teachers.

Teachers in Early Years Education - Scale 1. Candidates should be prepared to offer a child centred philosophy of education and to provide suitable provision for reception class children through an activity based curriculum.

The Authority has a positive policy towards parental involvement in Education.

For the above posts, application forms (sae) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him by 7th April 1986.

An Equal Opportunity Employer. (17509) 110022

OLDHAM

METROPOLITAN BOROUGH

ST. HUGH'S C.E. PRIMARY SCHOOL
Wildmoor Avenue, Holts, Oldham

TEACHER - Scale 1

Required for Easter, 1986. An enthusiastic teacher with infant experience is required. The willingness to adopt a flexible approach is essential.

Temporary initially to 31st August, 1986.

Letter of application, including full C.V. and names and addresses of 2 referees to the Chairman of the Governors, Reverend P. Townley, St. Hugh's Vicarage, Wildmoor Avenue, Oldham, by 12th March, 1986.

An Equal Opportunity Employer. (16592) 110022

OLDHAM

METROPOLITAN BOROUGH

ST. EDWARD'S R.C. PRIMARY SCHOOL
Rowland Way, Lees, Oldham

TEACHER - Scale 1

Required for Easter, 1986, to take a Junior 2 class. An interest in girls' games would be an advantage.

Temporary to 31.8.86.

Please apply by letter to the Chairman of Governors, Reverend E. Dolan, St. Edward's Presbytery, Spring Lane, Lees, Oldham by 12th March, 1986.

An Equal Opportunity Employer. (16593) 110022

SURREY

EDUCATION COMMITTEE
ST. THOMAS MORE R.C. MIDDLE SCHOOL
Beauchamp Road, East Molesey, Surrey
Temporary teacher required for the Summer Term 1986, to teach a lower junior school class.
Applicants should preferably be Roman Catholic. There may be the possibility of a permanent post from September.
Application forms from North East Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 52811.
(17232) 110022

UNITED ARAB EMIRATES

SHARAJAH
'See Overseas'.
(17573) 110022

REDBRIDGE

WANSTEAD CHURCH SCHOOL
Church Path, Wanstead, London E11 2SS

Head: Mrs V.K. Birchall

Tel: 01-989 6001

Required for September 1986: Scale 1 Class Teacher to work initially with middle infants. Applicants should give details of any specialist areas of the curriculum to which they could contribute. Practising and communicant members of the Church of England preferred.

The post is on Scale 1 with Outer London Allowance. Removal expenses and other fringe benefits payable in approved cases.

Application forms available from and returnable to the Head Teacher (S.A.E. please).

Closing date: 21st March. (17483) 110022

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
PRIMARY SCHOOL FIRST TEACHING APPOINTMENTS
Applications are invited from newly qualified teachers for first appointments from September 1986.
Application forms available from the Chief Education Officer, Schools Section, Town Hall, Sale, Cheshire M33 1YR. Tel: 061 973 2253, Ext. 3126.
Closing date 17th March 1986. (15902) 110022

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER

DAWLISH PRIMARY SCHOOL
Jesse Road, London E10

Head: Mrs. M. Barrowman

Required for April, primary-trained teacher required for our modern open-plan multicultural school. Permanent appointment but temporary or part-time considered.

SCALE 1 + Outer London Allowance.

Application form (and further details) available on receipt of a 9" X 4" s.a.e. from and returnable to the Head Teacher.

Closing date: 21st March, 1986.

Ref. No. P21A/. (17741) 110022

A newly qualified primary teacher?

Get your career off to a good start in Newham

Looking for a first post in September 1986?

For many reasons you should apply to Newham. Firstly, we put a higher proportion of resources into primary and nursery teaching than most other authorities because we recognise the crucial importance of the early years of schooling.

We want the best teachers from all ethnic groups and are prepared to pay well to get them. Newham offers above average Burnham points to ensure good career prospects, and pay includes the London Allowance of £1,038 and, in many cases, the Social Priority Allowance of £201 – £276 per annum.

As an environment in which to work and live, Newham has many distinct advantages. Working for a London authority, you will have access to a wide range of professional, cultural and recreational opportunities. Located in the inner London area, the City and the West End are only minutes away, but unspoiled Essex countryside and Epping Forest are easily reached, while the Borough is included within the exciting London Docklands development area.

If you wish to join us in September 1986, write at once (s.a.e.) for an application form and further details. Please quote Ref. FTA.

Closing date: March 18th 1986.
Andrew Lockhart, M.A.,
Director of Education,
Education Offices, 379/383 High Street,
Stratford,
London E15 4RD.

LONDON BOROUGH OF NEWHAM

An Equal Opportunity Authority

EDUCATION continued

WEST SUSSEX
ST. MARY'S C.E. (AIDED) PRIMARY SCHOOL
Pulborough, West Sussex RH20 2AN
Required September, 1986. Scale 1 teacher required to teach a middle junior class.
Communicant members of the Church of England Preferred.
Application form and details from the headteacher on receipt of s.a.s.e.
(17300) 110022

WILTSHIRE

Please see display advertisement on Page 35. (13804) 110022

Middle School Education

Headships

EALING
LONDON BOROUGH
Education Service
BRENTSIDE MIDDLE SCHOOL
Kennedy Road, Hanwell W7 1JL
Head required for September 1986.
Group 5 salary plus £1,038 London Weighting.
Application forms (SAE) and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE) to be returned by 21 March 1986.
(17464) 120010

EALING
LONDON BOROUGH
Education Service
DAIRY MEADOW MIDDLE SCHOOL
Havelock Road, Southall, Middx.
HEAD required for this new 2 form entry school due to open in September 1986.
Group 4 salary plus £1,038 London Weighting.
Relocation expenses may be payable.
Application forms and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 21 March 1986.
(17466) 120010

Deputy Headships Second Masters/Mistresses

DORSET
ST. MARY'S C.E. MIDDLE SCHOOL
Puddletown DT2 8SA
(Age Range 9 - 13)
Required September, 1986, DEPUTY HEADTEACHER - GROUP 5.
Details and application form from Headmaster, (s.a.e. please) returnable by 25th March, 1986. (17591) 120012

DORSET
HAMWORTHY MIDDLE SCHOOL
Ashmore Crescent, Hamworthy, Poole
(Age range 8 - 12)
Required September, 1986 DEPUTY HEAD TEACHER - GROUP 5
This is a re-advertisement and previous applicants are still under consideration.
Applications forms and further details from the Staffing Officer, Eastern Area, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER.
Closing date 1.4.86.
(17596) 120012

ISLE OF WIGHT

VENTNOR MIDDLE SCHOOL
Newport Road, Ventnor, IW PO38 1BQ

9 - 13 Mixed Middle School 460 on roll

Applications are invited from suitably qualified and experienced teachers for the post of SECOND MASTER/MISTRESS (Group 7). The vacancy arises through promotion and the appointment will take effect from September 1986.

The successful candidate will be one of a team operating as two deputies enjoying parity of esteem within the school. The responsibilities of the post will be adapted to reflect the particular strenghts and interests of applicants, but will include some overall responsibilities for the curriculum and/or organisational matters.

Application forms and further details from County Education Officer, County Hall, Newport IW, PO30 1UD, to whom completed forms should be returned by 21 March, 1986. (SAE please).
(17401) 130012

By Subject Classification

Art and Design

Scale 1 Posts

UNITED ARAB EMIRATES
SHARAJAH
'See Overseas'.
(17672) 121222

Craft, Design & Technology

Scale 1 Posts

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
CHICKENLEY MIDDLE SCHOOL
Princess Road, Chickenley, Dewsbury WF12 8QT
Ref: 1297
Required for the Summer Term a temporary SCALE 1 teacher for a class of 11/12 year olds in this 8 - 12 middle school.
An ability to teach C.D.T. would be an advantage.
Application forms (s.a.e. please) from the Director of Educational Services (Ref: PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (17461) 122122

Mathematics

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
HARROLD PRIORY MIDDLE SCHOOL
The Green, Harrold
Tel: Bedford 720346
Required for September 1986, a Head of Mathematics and Computer Studies, Scale 2.
Application forms and further details from the Headmaster, s.a.e. please.
(17566) 123422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BIRKENSHAW MIDDLE SCHOOL
Bradford Road, Gomersal, Cleckheaton, West Yorks. BD19 4BE
Ref: 1298
Required for the Summer Term a SCALE 1 teacher of French and Mathematics in this 9 - 13 Middle School.
See under Middle Modern Languages Scale 1 posts.
(17459) 123422

Modern Languages

Scale 2 Posts and above

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
MORDEN FARM MIDDLE SCHOOL
Aragon Road, Morden, Surrey SM4 4QU
Tel: 01-337 3312
Head Teacher: Mr. K.A. White
Age Range: 9 - 13 years
No. on Roll: 454
Required April or September, 1986 French Co-ordinator, Scale 2.
CLOSING DATE: 21st March, 1986.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope.
(17226) 123620

Scale 1 Posts

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BIRKENSHAW MIDDLE SCHOOL
Bradford Road, Gomersal, Cleckheaton, West Yorkshire BD19 4BE
Ref: 1298
Required for the Summer Term a SCALE 1 teacher of FRENCH and MATHEMATICS in this 9 to 13 middle school.
Application initially by letter with curriculum vitae and the names of two referees to the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (17457) 123622

Music

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL
KIRKLEY MIDDLE SCHOOL
Southwell Road, Lowestoft NR33 0RN
9 - 13 443 pupils
TEACHER OF PERFORMING ARTS
(Co-ordinator for Music, Dance and Drama)
Required from April, 1986 a newly qualified teacher (Scale 1) or an experienced Teacher of Music (Scale 2) capable of encouraging strong links with the Performing Arts i.e. Drama and Dance.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned.
(17804) 125820

Pastoral

Heads of Department

SUFFOLK
COUNTY COUNCIL
ST. JAMES C.E. AIDED MIDDLE SCHOOL
HEAD OF SCIENCE (Scale 2)
See Middle Schools, Heads of Dept - Science.
(13910) 124018

Physical Education

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
ARNOLD MIDDLE SCHOOL
Hexton Road, Barton Le Clay
Tel: Luton 881392
Required for summer term only, a specialist boys P.E. Teacher, Scale one. Successful applicant should offer some English.
Application forms and further details from the Headmaster. s.a.e. please.
(17567) 124222

Science

Heads of Department

SUFFOLK
COUNTY COUNCIL
RE-ADVERTISEMENT
ST. JAMES C.E. AIDED MIDDLE SCHOOL
Vinefields, Bury St. Edmunds (mixed comprehensive 9 - 13, 475 on roll)
Required from September, 1986, HEAD of SCIENCE (Scale 2). Scale 3 post available for suitable candidate who can act as Year Leader. Candidates must be in sympathy with aims of a Church school.
Previous applicants should indicate by letter if they wish to be re-considered.
Application forms and further details available from the Headteacher at the School (s.a.e. please) to whom completed forms should be returned by 25 March 1986.
(17805) 124818

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
BROOKLANDS MIDDLE SCHOOL
Brooklands Drive, Leighton Buzzard, Beds.
Tel: 372018
Required for Easter, 1986, a teacher of Science, Scale 1 for this large middle school with excellent provision for specialist teaching in all four years.
Application forms and further particulars obtainable from and returnable to the Head at the School, s.a.e. please.
(17546) 124822

Other than by Subject Classification

Scale 2 Posts and above

EALING
LONDON BOROUGH
EDUCATION SERVICE
BLYTHAM C OF E MIDDLE SCHOOL
Oldfield Lane South, Greenford, Middlesex UB6 9JT
Required for September 1986 or as soon as possible, an enthusiastic class teacher, capable of teaching any class in the 8 - 12 age range for general subjects. First appointments considered. An interest in one or more of the following would be very welcome. Art and Craft, P/E Boys' Games, Music, Micro-Electronics. Scale 2 post available for suitably qualified candidate.
Relocation expenses payable subject to conditions.
Visits to the school are welcome by arrangement with the Head Teacher. Tel: 01-[illegible] 8928.
Application forms (SAE) should be obtained from the school and returned by [illegible] March 1986. (17644) [illegible]

WEST SUSSEX
BISHOP BELL MIDDLE SCHOOL
Loppetts Road, Tilgate, Crawley, Sussex
Required September, 1986 Scale 2 Teacher able to contribute to general subject teaching and to lead the school's work in either Music or FRENCH.
Applicants are asked to give their other strengths. The vacancy is due to the promotion of the present post holder. Closing date 17th March 1986.
Further details are available from Headteacher.
(17356) [illegible]

Scale 1 Posts

SURREY
EDUCATION COMMITTEE
WALLACE FIELDS COUNTY MIDDLE SCHOOL
Dorling Drive, Ewell, Surrey
Permanent Scale 1 post available September 1986 or earlier. Enthusiastic teacher with an interest in Music/Display, French or Maths.
Applications from probationers welcomed.
Forms from N.E. Education Officer, 7 [illegible]mont Hill, Weybridge, Surrey. Tel: Weybridge 52811, [illegible] 56. (17250) [illegible]

Secondary Education

Headships

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
RYBURN VALLEY HIGH SCHOOL
St. Peter's Avenue, Sowerby Bridge
HEADTEACHER (Group 11)
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this 11 - 18 comprehensive school. The post is vacant from 26th August, 1986.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Chief Education Officer, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned by 21st March, 1986.
Calderdale MBC is committed to be an equal opportunities employer and service provider.
Applications are invited from women and men from all sections of the community irrespective of Ethnic origin, disability, sexual orientation or marital status who have the necessary attributes for the post. (16896) 130018

HARROW EDUCATION COMMITTEE

ROXETH MANOR MIDDLE SCHOOL,
Eastcote Lane, South Harrow, Middlesex HA2 9AG.
Tel: 01-422 4503.

Applications are invited from teachers with relevant qualifications and experience for appointment as **Deputy Head** of this Group 5 Middle School (8-12 years) for September 1986.

Outer London Allowance Payable.

Application forms from and to be returned to the Headteacher by 21st March 1986. Please enclose a SAE.

Harrow is an Equal Opportunity Employer.

(04391)

Cheshire

ALL HALLOWS ROMAN CATHOLIC (SPECIAL AGREEMENT) HIGH SCHOOL BROOKLANDS AVENUE MACCLESFIELD

Headship (Group 11)

The post will become vacant in September 1986 when the present head retires.

All Hallows is an 11–18 mixed Roman Catholic comprehensive, established as such in September 1975 and is therefore comprehensive throughout the school.

The school currently has about 960 pupils on roll, including some 145 in the 6th form and is running at 5 form entry.

Applicants must be practising members of the Roman Catholic Church.

Application forms and further particulars are available from the District Education Officer, District Offices, Chapel Lane, Wilmslow, Cheshire SK9 1PU. Closing date 21 March 1986.

(04309)

Bishop Bell Church of England (Aided) Secondary School, Priory Road, Eastbourne

East Sussex

Comprehensive mixed: 11-16 Group 10
Roll: 764

Head Teacher

Applications are invited from Communicant members of the Church of England who have sound experience and a commitment to comprehensive education, for the post of Head Teacher of this school. The appointment will be from September 1986.

Relocated grants available in approved cases.

Application forms and further details (sae please) from and returnable, to the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG (Ref:- PT/DJB), not later than March 21st.

(04358)

HEADTEACHER

(Re-Advertisement)

CHELMSFORD, ST. JOHN PAYNE R.C. (AIDED) COMPREHENSIVE SCHOOL (Group 11), Partridge Avenue, Chelmsford

Number on roll (September 1985) 1035, including Sixth Year of 102.

The Governors invite suitably qualified and experienced practising Roman Catholic Teachers to apply for appointment as Headteacher of this Voluntary Aided School. The post is vacant from September, 1986.

Relocation allowances payable in appropriate cases.

Please send foolscap s.a.e. for form and details to Mid Essex Area Education Office, P.O. Box 398, 'A' Block, County Hall, Chelmsford, Essex, CM1 1JW. Closing date: 28th March, 1986.

Previous applicants will be re-considered.

(15758)

ESSEX County Council

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £264 p.a. THROUGHOUT THE COUNTY.
- Generous relocation expenses in approved cases.
- Assistance with temporary housing may be available.

HEADSHIP

NORK PARK COUNTY SECONDARY SCHOOL Picquets Way, Banstead, Surrey (Group 10. 12-18 Mixed Comprehensive. NOR (Sept 85) 725 including 90 in Sixth Form)

HEADTEACHER required from September 1986 for this Comprehensive school.

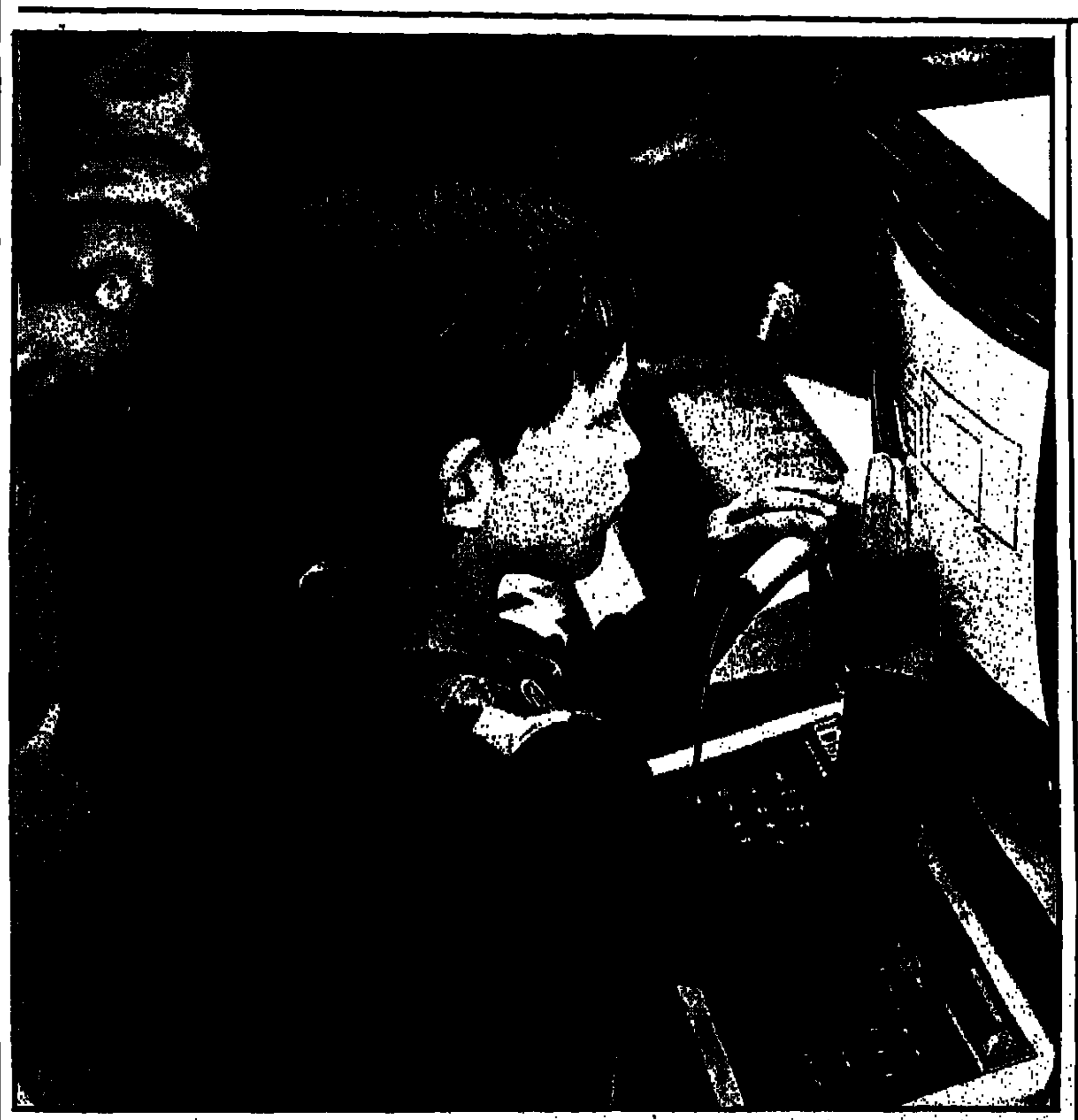
Salary scale: £16,824 – £18,141 p.a.

Application form and further details from County Education Officer (TP/MVB), County Hall, Kingston upon Thames, KT1 2DJ.

Closing date: 21st March 1986.

EXTRA

COMPUTERS IN EDUCATION



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Software solutions

Leslie Gilbert argues that the provision of software to schools cannot be left solely to orthodox market forces

A few years ago I was asked by one of Britain's most prestidgious publishers whether it would make commercial sense to go into the publication of computer software for schools. My answer was a decided yes. If I were asked the same question today I would have to express many reservations. I believe that the whole issue of providing schools with the software they need calls for a fundamental re-think.

This conclusion has been forced on me by a study I recently carried out for the Council for Educational Technology.* The initial focus was on the relatively narrow issue of the mechanisms by which software can be distributed to schools. While this is important, and I will come back to it later, I soon realised that software users, developers and publishers had deeper concerns.

The very use of the term "publishing" encourages one to think of a software package as analogous to a book. In one sense, of course, it is. A typical package is intended to be used in the classroom rather as a textbook is used – whether to inform, to illustrate, to reinforce or to give practice. Good packages do their job very well, and fully justify the use of computers. Hardly anyone I contacted disputed this, although there was almost universal criticism of the quality and usefulness of many of the packages on offer.

However, there is a crucial economic respect in which a software package differs from a textbook. Take, as an example, a program which illustrates a topic studied in O level and CSE physics courses. In a well-known textbook of 586 pages, the topic is dealt with in 10 pages. The book costs £7. The price of the program cassette and its booklet is about £14. So, pro rata, the program is "worth" 12 pence. There is no way that a program could be produced and marketed for a few pence. While the computation cannot be taken seriously, it is fair to note that a school could buy two copies of the book for the price of one copy of the program.

Does this imply that the package is overpriced? There is certainly a feeling in education that software is too expensive. As part of the study, I sent an enquiry to all the computer inspectors and advisers in England, Wales and Northern Ireland. Of the 80 who responded, two thirds wanted lower prices. Given the dire financial difficulties confronting education, this is

continued on next page

Cambridge Micro Software adds a new dimension to teaching

New
Granville – the prize holiday package
Homerton College
Barry Jones, Fred Daly and Wac Brodzki
This language teaching program, for 4th and 5th year students, is designed to simulate discussion and comprehension in French. It simulates a five day holiday in the French town of Granville and allows students to choose how to spend their money and time on meals, drinks, entertainment, sport and other activities with the help of the computer and a booklet of photographs, realia and other information. The program has a large range of options and provides a fascinating source of scenarios for using the French language. BBC (B/B+/Master) 40 and 80 track Discs £24.95 + VAT

and coming in April
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Image
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Fred Daly, David Spence and Chris Forecast
A highly sophisticated but easy-to-use image processing package which is suitable for all levels of art and design teaching. Displays involving shapes, lines, textures, patterns or text can be built up using just the keyboard or any one of several input devices; these can be repeated, distorted, rotated and rearranged and the colour components can be mixed and adjusted. The finished picture can be printed out or stored in the accompanying Sketchbook disc. Video pictures can also be transferred onto the screen. The package includes two discs and a 80 page full colour booklet which explains the amazing versatility of the package. BBC (B/B+/Master) 40 and 80 track Discs about £39.50 + VAT

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To: Inspection Copy Department, Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU.

Cambridge University Press

Software solutions *continued*

hardly surprising. The present rate of spending on software is pathetically low. The sales of software to schools in 1984 totalled about £1.7 million, equivalent to just four simple packages for each school.

However, while education may think that software is too dear, the publishers say that it is too cheap. They would, wouldn't they, I hear. Of course the publishers want to maximise their profits. But even if we assume a 10 per cent net profit on software, which seems to be highly optimistic, the annual profit on a total sale of £1.7 million is a mere £170 thousand. Dividing this among the several score of publishers trying to get a reasonable return from the educational market makes one wonder why they bother.

Some users say that they would be happy to trade price reductions against less elaborate packaging and less glossy booklets, a point of view that is uncomfortable to the companies whose main business is book publishing. And, anyway, why should schools be expected to make do with tatty products? To some extent however it is true that the publishers have got themselves to blame. Marketing practices are something of a mess. Some publishers require schools to order direct which involves, in the case of book publishers, the setting up of special sales departments – because textbooks are not subject to this curious requirement.

Promotion, also, is costly; in the end, schools pay for all those separate catalogues. In the longer term, incidentally, the need for catalogues will be reduced by the national database of educational resources whose development the Department of Trade and Industry is intending to finance.

There is a strong case for publishers seeking ways of collaborative promotion and marketing, with a clearer separation between the acts of publication – which, by definition, must be specific to each company – and promotion and distribution – which need not. Indeed, as my report was being completed, eight leading publishers came together to form the British Educational Software Associates. BESA has appointed 150 specialist retailers across the country who are stocking, ordering and demonstrating software, and giving advice to customers. (Details from BESA, 4 Little Essex Street, London WC2R 3LF. Tel 01-836 6633). The initial concentration, inevitably, is on packages that have a wide application, in the home as well as the school. The publication of more specialized software is likely to remain commercially unviable at the kind of price that schools can afford. The market for many excellent packages, especially those aimed at the upper levels of secondary education, may never be more than a few hundred copies.

For this reason it may be necessary to hand over the publication and distribution of at least some educational software to the educational sector itself. Already some of the regional centres established under the auspices of the Microelectronics Education Programme (MEP) are producing and publishing software of high quality and at very reasonable prices. The Scottish Microelectronics Development Programme (SMDP) has worked in this way from the outset. Considerable economies are possible. For instance, the centres tend to fill a cassette or disc with an assortment of programs, leaving the school to copy off individual programs at will.

There could be either a consortium of publishing groups, or a national centre, though the latter need not exclude the former. A national centre could organize the development of advanced software, which I discuss in a moment, and would have the resources to study the market and to explore innovative methods of distribution. It could not hope, however, to give direct support to all the schools in the country, but would need to work closely with regional and local agencies. SMDP is in many ways a model of what I have in mind. A representative body would ensure that the operations were geared to the real needs of teachers. About half of the respondents to my enquiry favoured an arrangement along these lines.

To cover adequately every topic in every area of the curriculum, and at every ability level, would require thousands of highly specific, single topic packages. One estimate is as high as 200 thousand. No one could sensibly envisage development on this scale. A suggested alternative would be to produce a very few multi-purpose packages, each capable of being tailored by users to a wide variety of applications.

The design of "all singing, all dancing" packages would be a great challenge, but there are those who believe that it must and can be done. Development would have to be undertaken by special units, and would not come cheap. We may be talking of upwards of a quarter of a million pounds a package. However if, say, five packages would meet most needs of most pupils, the cost of the set would be only about 15 pence per pupil, which is even less than the present annual rate of expenditure on much less sophisticated material. Moreover, the distribution problem would all but disappear; it would be a simple once-for-all operation to send every school a parcel of packages, supplemented by occasional revisions or replacements.

This would not be a comprehensive solution. To set up a package for a particular application would need training, and might take hours of work. The need for unforeseen and rapid access to simple utility programs would remain. They could continue to be produced as at present by individuals or small groups, banked at local resource centres and obtained within a day or two. They could also be stored in large computers, from which they could be called down the telephone network as needed and stored on a floppy disc in a matter of seconds and at the cost of a few pence.

Software can also be distributed electronically via the television services, using the teletext system. The BBC has been doing this on a small scale for some time (if you have not come across it, look at pages 700 et seq on CEEFAX on BBC1). Given the finance, the broadcasters could expand the output almost without limit.

The actions taken to get hardware into our schools have been imaginative and relatively generous. I estimate the current investment to be in the region of £100 million. However, as far as computer assisted learning is concerned a computer system is simply a device for running software. What then is the sense of policies whose outcome is that the annual expenditure on software purchase is running at less than two per cent of the capital value of the equipment? The government announcement in July 1984 of a special grant of £3.5 million over three years for the purchase of commercial software was conceived, I suspect, primarily as a lifeline to the publishers.

MEP would have been the natural channel for initiatives to bring together and advance the various interests, commercial and public. The strange decision to disband it next month leaves educational computing outside of Scotland, which has had more sense, in a difficult position. Fortunately, CET remains as a focus of action. Unfortunately, its resources are severely limited. I suggest that those who care about educational computing should try to persuade government that the problem cannot be left solely to orthodox market forces.

* The Distribution of Microsoftware in Educational Technology, *by L A Gilbert. CET Working Paper 26, 1985 ISBN 0 86184 151 4.*

Nicely judged?

Eric Deeson argues that the software support scheme will bring only small benefits to schools and publishers

At the end of January Geoffrey Hubbard let go the helm of the Council for Educational Technology (CET). Behind him were 16 years of viewing and moulding progress in what is a fascinating area. In his farewell message to the CET, he remarked on "the inverted logic by which a leading positioni in a field having been obtained, that position is then thrown away by nicely judged underfunding".

Geoffrey Hubbard may or may not have been thinking at that point about MEP. MEP is the Government's Microelectronics Education Programme, whose lamps are now going out all over the country. (Richard Fothergill, now MEP's Director, will shortly slip into the CET seat vacated by Geoffrey Hubbard.)

The level of MEP's funding has been a source of deep dissension since the programme started. Will the same be true of the Schools' Software Support Scheme? SSSS is one of MEP's two successors which has most obvious potential impact on teachers and taught. (The other is the Microelectronics Support Unit – MSU.)

The essence of the Schools' Software Support Scheme is that the Department of Trade and Industry will assist in the purchase of educational software, commercially produced within the EEC until March 1988.

The sums concerned are not huge – £3.5 million in total. Indeed, there's some feeling that it's not worth the trouble of claiming. There's also a lot of unhappiness about each of the four restrictive aspects of the scheme. The fact that business software doesn't officially count rankles. The stipulation that it must be software means that hardware/software packages will need complex mathematics for claims. The requirement that they should be commercially produced will prevent l.e.a.s from purchasing software produced by themselves or other authorities. And the stipulation that they should be produced in the EEC excludes non-EEC products, particularly important for the Nimbus.

There are various other areas of unhappiness with the scheme. A DTI statement dated October 1, 1985, opens by saying that the "support is designed to promote greater expenditure on educational software by local education authorities and by independent schools throughout the UK". Teachers are expressing their concern that the scheme encourages local authorities to spend without regard to classroom needs.

A similar furore occured when the Government decided to subsidize the purchase for schools of microcomputer hardware. At that time, on the grounds of the need for local uniformity, most authorities allowed no say in the equipment bought. No say to heads, to class teachers, to pupils, to parents, to governors. In some places requisitions for non-u hardware were torn up; in others parent-teacher associations wanting to donate such-and-such a machine were firmly and less than politely snubbed. In many the teaching staff were banging their heads against walls of frustration.

Are we to see all that again? Probably not. The new scheme is more carefully worded, the sums of money are smaller and computers are less exciting. (And, after a year of agonizing "industrial action", maybe teachers care less.)

There will be waste for sure – in some cases l.e.a.s will give to schools software for computers they don't have or don't use. Elsewhere places will have to go on managing without desperately-needed programs.

How have the local authorities reacted so far? Or, rather, how have their computing advisers reacted? It's on their shoulders that the responsibility of doing something about the DTI's money falls. In recent weeks I've talked with or invited views from a large number of advisers. No clear pattern has emerged as to how the scheme is being administered around the country. What has emerged is the feeling that the money's hardly worth the hassle, the scheme is too restrictive and the l.e.a. "knows best".

Not one of the letters I received mentioned pupils (except if quoting numbers), only a couple said anything about classrooms and teachers – and several didn't use the word "school". It certainly appears that in most parts of the country the decisions about what to purchase have been made centrally.

On the inadequacy of the money, various points were made. It was "not sufficient to buy half our schools a *Wordwise* chip each"; "the difficulties of coping with the accountancy side make the whole scheme highly unattractive"; "authorities such as N do badly". Of course there was gratitude too: "a welcome supplement"; "the scheme will prove a success"; "this will help us"; "a useful stimulus". And misery: "feeling rather sore"; "exceedingly unhappy"; "I am apprehensive".

SSSS was announced, significantly, as schools in most parts of the country were breaking up for the summer. Only half a million pounds was made available for the financial year just ending and the authorities were not expected to match the central expenditure in any way. In the coming full year they will all have four times as much and they will have to show pound-for-pound support from their own funds.

Perhaps the haste and hassle of sorting out the new scheme in a very short period will lead to more thoughtful and cost-effective spending in 1986/7. Certainly some authorities plan licences and other central purchase schemes, basing their orders to some extent on recommendations from the classrooms. Others are devising "approved" lists from which schools can order.

It seems likely, however, that the coming year will bring many disappointed software houses. Among the software publishers and package producers there's a great optimism that their long-term cash flow problems will now come to an end and that Government support will swell their coffers very significantly. As a result many are sending out circulars which imply that if teachers order their *Maths Invaders*, or whatever, the DTI will pay the bill. As far as SSSS is concerned, 1986 will bring very many disappointed software houses. And it will bring real progress to sadly few classrooms.

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On a plateau

Where do primary schools go now? Bob Sheed seeks an answer

"We've reached a plateau," said someone at a meeting not long ago. She went on to explain that we were at the end of a development phase: that all schools now had computers, there was a wealth of software (I don't think "wealth" is the word I would use; more like "pile") and that the present problem lay in deciding where to go from here.

Enjoying, as I do, the bliss of the simple-minded, I find it difficult to worry about more than one thing at a time. As I have wandered these past four years from school to school and from classroom to classroom in fourteen l.e.a.s, I am conscious of the problem not of where we go from here but what we do right now. At this minute I am not thinking so much about coping with the next generation of machines (though I hope someone is!) as bringing some stability to those trying to avoid falling flat on their faces right here on the spot.

Put your hand in mine and let me take you to a primary school, somewhere in England. The school has more than the average number of computers – almost enough to have one in every classroom – and that is how they are deployed. The head is enthusiastic and writes articles for the *TES*. Last spring almost the whole of the two top years were wracked by Mary Rose mania. Trips to the wreck were organised, stories were written, paintings were painted, models were made, a deep-sea diver came in dressed in wet suit and flippers to show slides of the underwater archeology and of course the excellent Mary Rose computer progam (Ginn Software) was used as a focus for the project. The whole exercise was, as Adrian Mole would have said, "dead good". It was also a very difficult act to follow.

There are very few progams that allow us to do something we hadn't thought of doing whilst permitting us to believe that it was the very thing we would have done anyway. Usually, a program that fits in with the activities we had aleady planned is, depending on the way you look at it, either offering us a new medium while allowing us to retain the initiative or else reinforcing our existing, perhaps traditional, methods of teaching. On the other hand, something that is truly innovative is, again according to how you view it, either asking you to do something you don't want to do or encouraging you to adopt a different approach to your teaching and classroom management.

"The wicket's not taking much spin at the moment," says the head. He seems to mean that, after the Mary Rose episode, teachers have not retained a grip on the opportunities or that computers are not, for the moment, changing the direction of teaching from the straight and narrow or perhaps he means something else entirely. You work it out.

As we walk around the school, we see the computer in a variety of roles. In some classrooms it isn't being used at all. Well, there's no rule that says a computer has to be used one hundred per cent of the time, is there? Still, with one machine to every forty pupils and children in the next room trying to do some wordprocessing on a single computer, it does seem a bit of a shame, doesn't it?

"At my last school we used to wheel two or three computers into the same room," explains one teacher, "but here they're networked to a hard disc, so we can't move them. Mind you, it's very convenient having all the software permanently available, and you never have to worry about borrowing a printer."

As we talk to more teachers one thing becomes very apparent. Integrating the use of a single computer with other classroom activities requires not only imagination but more lesson planning than teachers have time for, certainly if it means making use of the computer in every, or nearly every lesson. I will say again, there is no reason why the computer should be used in every lesson. Yet we really cannot afford to scatter machines around a school with only a casual regard for the extent to which they are used. We might be able to do that when we have reached computer saturation point, whatever that might be, but at the moment, having one computer unused even for half an hour leaves another teacher struggling with a single computer when two would be so much more effective.

If the computer is not to stand idle for a lot of the time or be in such great demand that a long queue (mental or physical) develops, then the other activities in which the children are engaged must be organised in such a way that, when the moment comes for a child to use the computer, that moment occurs at a different time for each child. Group work eases the planning, of course, but the problem remains essentially the same.

Some teachers will not recognise this as a familiar problem. In many primary schools there are so few computers that teachers have the use of the machine only once or twice a week and have no difficulty in finding useful things to do with it. There is evidence that, once a teacher has the use of a computer for longer than there is time to plan for its integrated use, one of two things is likely to happen. Either the computer will not be used or it will be used for a purpose that is not related to other classroom activities. It may even be used as a "treat" for those children who have finished their other work before the rest.

A small number of schools have opted for a different system: clustering. Machines clustered in bunches of four make lesson planning much easier. With children working in pairs around a third of the class can get to a computer at any one time and everyone has got room to get away from the computer to do other, equally important things. Four machines spread over four classrooms will see, at any given moment, two of them not being used, one being used for something entirely irrelevant and the other, genuinely integrated into the lesson, with teacher and children under unnecessary pressure. A cluster of four machines cannot stand idle; someone will always be wanting them. At the same time, since the cluster makes the use of the machines easier to organise, they are more likely to be used beneficially.

Bob Sheed was formerly Co-ordinator for Computer Education with the Microelectronics Education Programme (Eastern and East Midlands Regions), and is now Advisory Teacher for Computer Education with the London Borough of Ealing

Millions of papers have been written on Apple. (One was even written about it.)

"A Revolution in Academic Publishing?" is not, we're pleased to say, manufacturer-speak. It's the title of a paper by Roger Emeny of Reading University. And as befits a treatise on the uses of Apple™ computers in education, it was entirely composed on and printed out by one.

Those uses are as varied as the subjects being studied in British schools and universities today, where once computers were confined to the Computer Studies course.

Acoustics Research, Newcastle Polytechnic.

A learning tool.

At Newcastle Polytechnic, Apple computers have been introduced into the BA (Honours) Accountancy course. By learning the techniques of computer-based financial modelling with software used in business today, students are combining academic study with a preparation for work.

Ancient Greek, Cambridge.

Says Senior Lecturer Adrian Woolley, "I am very impressed with the Macintosh™ ease of use and the quality of the software available... I see (it) as a very advanced productivity tool."

The Humanities or the Sciences.

The same polytechnic is applying computers to the study of Materials Engineering, Acoustics Research and Power Engineering. For instance, students have been writing programmes for the design and testing of components.

Other examples of disciplines where our products are proving valuable include those of Earth Sciences and Psychology at the Open University. Cambridge has several Apple™ IIs in its Surgery and Ancient Greek departments. Reading University uses them to study French and Typography. And staff at Glasgow University find the Macintosh's graphics capabilities particularly relevant for Typographic Studies.

Administration.

Apple's obvious strength in the area of word-processing is not being ignored. Donald Halliday, of Newcastle Polytechnic, provides a classic example. On top of all his teaching work, Mr. Halliday is also Warden of a Hall of Residence. He explains: "I keep all my records for the Hall on (an Apple II)... I can do 90% of my day-to-day work on it, and find the word processing module very easy to use."

Many other professors are finding computers useful for preparing their course materials so as to replace expensive, quickly out-dated textbooks. The portability of Apple computers has been seized on by a Professor of the Imperial College. He takes his Macintosh home in order to compose term papers in the strictest secrecy.

Typography, Reading University

And where budgets for administrative staff are restricted, an Apple can often be found, enabling a single secretary to discharge her duties efficiently towards many lecturers.

Easy to learn.

Much has been said about the simplicity of learning to use an Apple computer and its software. According to Adrian Woolley, "If you give students the tutorial manual and demo disk, it is largely self-teaching."

Bill Allen, also of Newcastle Polytechnic, goes further. "The adaptability and the wealth of software available for the Apple are the obvious (advantages). The systems are very flexible... and very reliable. You can do on an Apple the kind of thing that people do on £20,000 development systems."

It is therefore not surprising to learn that there are over 2 million Apple computers at use in institutes of learning in the United States alone. They are also becoming widely used in business on both sides of the Atlantic, ensuring a high degree of reliability and strong dealer support.

If you would like to learn more about Apple in education, the Macintosh Academic Conference is being hosted by Imperial College on April 5 and 6. Just post the coupon for details. We shall also be pleased to send you further information on our products and preferential pricing for education.

Psychology, Open University

The last word comes from Michael Kimber of Gateshead Technical College. "I haven't seen anything so far that makes me regret our original decision to go with Apple. The machines are working day and night, they are very robust, and they are allowing us to fulfil our commitment to both computer literacy and applications courses. They have been an excellent investment."

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Home truths

Graham Murdock, Paul Hartmann and Peggy Gray on computers and the family

According to a recent survey by the Independent Broadcasting Authority, 33 per cent of households with children now have a home computer of some kind. This development has been widely welcomed as an important extension of computing in schools and a major step towards the universal computer competence required by the coming information society. But a look behind the sales statistics and offical rhetoric, reveals a less encouraging picture.

At the Centre for Mass Communications Research at Leicester University, we have been tracking the progress of the computer revolution since 1983, as part of a larger study of information technology and everyday life, based on repeated interviews with a panel of just over a thousand families in the Midlands. Although the research is only half-way through, our findings reveal a fairly consistent picture.

There is no doubt that the educational and commercial promotion of personal computing has hit home with many of the parents we have talked to. Some had bought a machine to help their children with computer studies and other school work, feeling, as one father put it, that "It wouldn't be fair if they were left behind." Others saw it as a general boost to job chances in an age of high tech and mass youth-unemployment, and had decided, in one parent's words, "That it would be a very good idea to keep up to date with modern technology, to be on the bandwagon, as it were."

Sometimes, the children were not even asked if they wanted a computer or not. As one 14-year-old boy complained: "We didn't have anything to do with it. We got in from school one day and he said, right, we're going to go and get a computer." Once installed however, the parents educational ambitions for the machine often ran up against the children's desire to enter the games-playing culture. This produced conflicts and a good deal of parental disappointment. As one mother lamented, "I thought he'd make a lot of use of it, but all he does is play the games you know, like the one arm bandits. I mean that's all he does."

Some of the more authoritarian parents resented this and rationed their children's computer time. As one mother explained: "On the whole they use it for games and therefore I do restrict how long they use it for because a lot of games I consider as not very worthwile, like television." Ironically enough, she taught computer studies. But she does have a point.

To the extent that games playing has familiarized a large number of children and teenagers with a computer keyboard, it can be seen as a modest gain in terms of future manpower. But it has little to do with true computer competence. There is a big gap between playing pre-packaged games and writing your own programs and finding practical applications for them. Comparatively few of the children in our study have so far made this transition to creative computing.

Those who have, talked enthusiastically about techniques for cracking the protection on commercial software and about their own programming projects, like the budding 14-old-year entrepeneur, who ran a thriving computer dating service at his school. But most have either concentrated on games or tried programming, become bored and disillusioned and dropped out. Our research suggests a number of reasons for this.

Quite a few families had been caught by the pace of innovation and the recent shakeout in the industry, and were left with obsolete models that could not be upgraded. As one disgruntled parent complained, "after four years a computer is ancient nowadays. That was rated as a good machine when I bought it. It's now hopelessly out of date and I can't afford to buy another . . . so its just there to play chess on and space invaders."

For many families, money played an important role in determining which machine they bought. A number had wanted to get a BBC Micro but had had to settle for a cheaper model. This was often less versatile than they had expected, and incompatible with the children's school computers, making it difficult to build skills and impossible to transfer work.

In addition, many of the people we spoke to hadn't realized how many add-ons they would need to buy before their basic machine would cope efficiently with the serious applications they had in mind. Though an ordinary cassette recorder can provide an adequate filing system, constant fiddling with tapes is tedious and frustrating and had discouraged a number of people from being more adventurous. Disc drives, on the other hand, are still relatively expensive. Similarly, word-processing requires a printer and even games playing is often better with a joystick.

A number of families could not afford a monitor and did not have a spare television set, so the whole rig had to be assembled each time it was used, another discouragement. Moreover, in single set homes, computing had to compete with television viewing. As one otherwise enthusiastic teenager explained, "Being at school, the only time you can play with it is when you come home, and by that time the family is normally sitting watching television, so you've got to unplug it."

Finally, many users, both adults and children, found that acquiring the competence to write their own programs was a lot more time consuming and difficult than they had imagined.

When frustration sets in, parental support can play an important role. Some parents, particularly those who have been tempted to try some programming of their own or who are familiar with computers through their work, will do their best to help sort out problems as they arise. Those without hands-on experience, however, are more likely to find the situation daunting or threatening and to refuse to get involved for fear of being shown up. This can be demotivating for the children.

But support within the immediate family is only part of the story. Our research suggests very strongly that "take off" into computer competence is most likely to be achieved and maintained when the child is plugged into a network of friends and fellow users whom they can go to for help or to borrow or copy programs. Access to such networks, however, depends to a large extent on social class.

Our research indicates that computer ownership is heavily concentrated in the better-off, better-educated, middle class families and only thinly distributed among poorer homes. Moreover, less well-off families are more likely to have an obsolete machine or a cheaper model with few add-ons. They are also less likely to have the monitor or spare TV set needed for a permanent rig up, or an unshared bedroom or quiet corner where the child can practice without interruptions.

In addition, the parents are less likely to have computer experience or to know someone who does, and the children are less likely to have a wide circle of computer owning friends. As a result, they can often be relatively isolated from the networks of advice and support needed to sustain motivation and provide practical help.

In this situation, a comprehensive and creative programme of computing in schools, particularly those serving poorer areas, becomes even more vital. Without it, computer competence may well become another privilege of the already advantaged, instead of the basis for a new kind of universal literacy, which will enable everyone to be an arrow of computer power rather than simply a target.

Graham Murdock and Paul Hartmann are research fellows at the University of Leicester Centre for Mass Communications Research. Peggy Gray is a research associate.

Central Television and the Economic and Social Research Council have supported the work on which this article is based.

FE centres

by Margaret Lincoln

In 1985 the DES made available an educational support grant to promote the use of IT in further education. A proportion of the money was allocated to staff development, the remainder being designated to the purchase of hardware and the creation of courseware.

Twenty Regional Development Centres have been set up to establish a national body of expertise in staff/curriculum development relating to IT in non-advanced further education. At a meeting of Regional Centre Representatives at Nene College, Northampton, last September, it was agreed to form a committee comprising one representative from each centre together with representatives from HMI, the DES, and the Further Education Unit.

The committee plans regular conferences to provide a forum for the exchange of information between centres. It will consider policies for staff and curriculum development at regional and national levels, and discuss and evaluate new initiatives in staff/curriculum development.

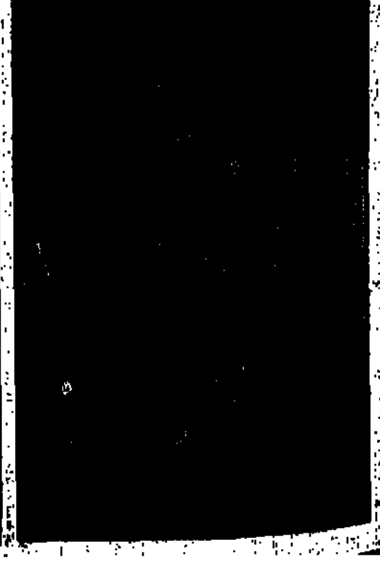
Regional Centres hope to work closely with external agencies concerned with staff development and the promotion of IT in further education. Discussions have already taken place between Regional Centre Directors and the FEU to explore the possibility of collaborating on staff development projects.

In addition, Regional Centres are kept informed of the work of FEU's Courseware Unit. The Unit is receiving, monitoring, and evaluating ESG-funded courseware and already has a network of approximately 400 reviewers of courseware in colleges and polytechnics.

The Unit has set up a database that will contain detailed records of courseware suitable for further and higher education, including courseware produced by commercial software houses. The database is structured according to British Library rules for machine-readable cataloguing so that it can be used by libraries and other educational bodies. It will contain evaluative previews of courseware and promises to be a valuable and much needed resource for teachers in all subject areas.

This collaboration between FEU and Regional Centres will greatly assist the national coordination of staff development and courseware development in further education.

Margaret Lincoln works for the FEU Courseware Unit.



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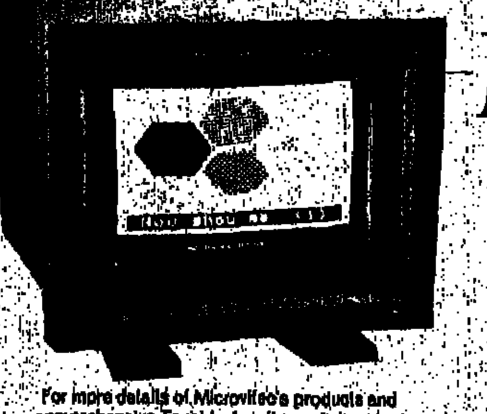

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Yet despite these advances, the price remains the same at £499 inc. VAT.

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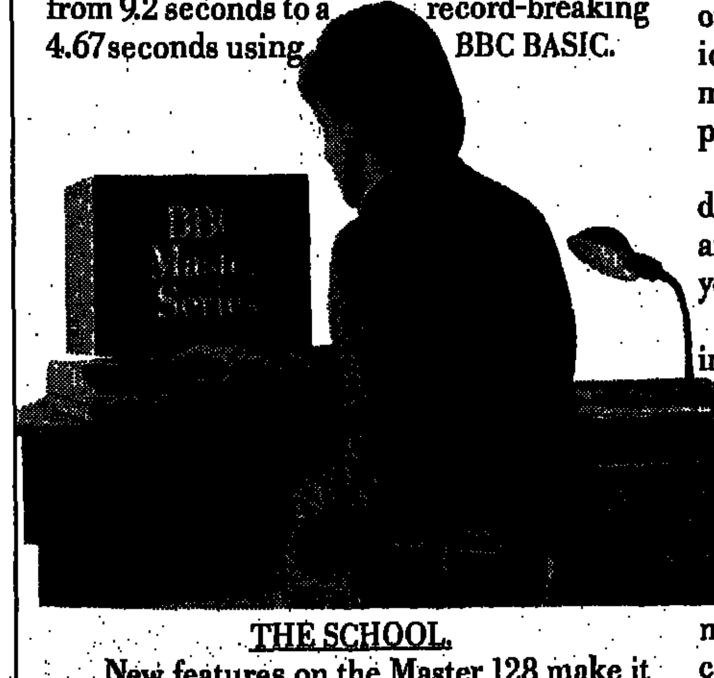

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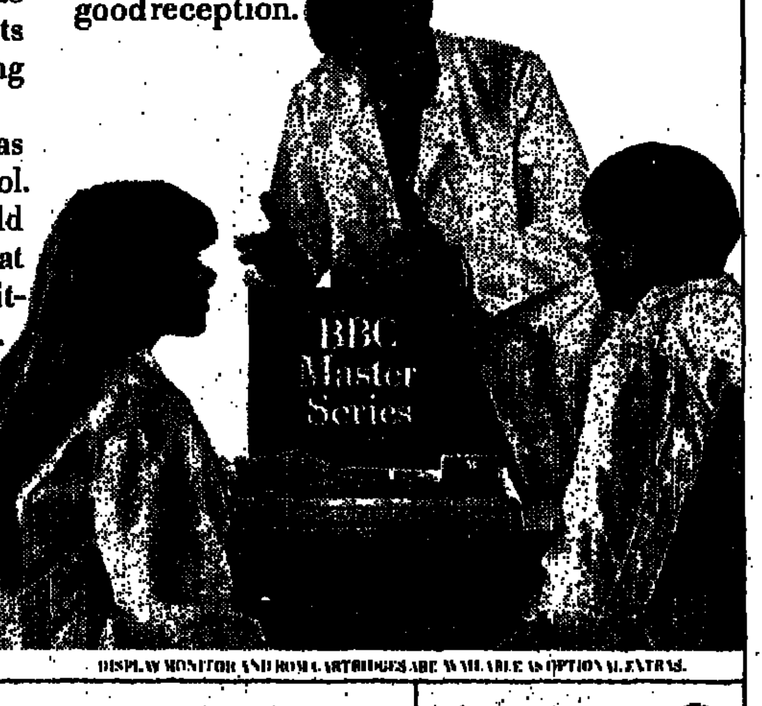

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Information provider

Eric Deeson reviews 'Inside Information'

Inside Information.
BBC Publications
£26.95.

At the beginning of the year I spent much of a day trying to put across to groups of Chinese teacher trainers and curriculum developers the nature of Information Technology and the subject's great potential as compared with "traditional" computing courses. I wish I had had this pack with me!

Inside Information – from its tongue-in-cheek title to the furthest nook or cranny of its contents – is a quite remarkable product. It offers a great deal to secondary school and further education teachers, to trainers and teachers' centres – and much too to the mature home learner.

First *Inside Information* practises what it preaches – it is a nice multimedia exposition of its topic, one which is itself an object lesson in communication. It is also a big project with many inputs. Its parts link well together despite that fact, but they do not restrict the user to a single narrow range of approaches as could so easily have happened. This is not just any old collection of multi-media resources on IT; it is in fact an examinable course whose appearance is exciting in a number of ways. Three major bodies participated in its development the British Broadcasting Corporation (with the audio components already mentioned), BBC Publications (who publish the goodies in the box) – and the City and Guilds Institute.

A number of schools and colleges already offer the City and Guilds course 444 which is based on these components and leads to fully computerized assessment and certification. The educational establishments also give "hands on experience" (though it isn't clear with what detailed guidance).

One of the three components of the package has actually been in the public domain for a long time. The *Inside Information* series of 10 radio programmes (already twice broadcast) tried to capture a lengthy and enjoyable exploration of IT in practice. We are all so spoiled by the TV that it may seem impossible to succeed in putting across such ideas in sound alone – yet (generally anyway) the programmes are successful. Fortunately, you don't need to tie yourself or your class (or your tape recorder) to the airwaves, for BBC Publications have taken the unusual step of popping into the box a couple of cassettes which provide a seam-free edited highlights version of that series of programmes.

The two cassettes are neatly packed into a robust slip-case; the four half-hour programmes they in effect provide are backed by detailed notes. Great for teachers and learners to pick and choose from. £6.95 buys this part of the pack on its own.

The main component of the package is a superbly designed and developed reader. Also available on its own at £8.95 (ISBN 0 563 21102 4) this is a heavy paperback of 224 crammed pages. Two and four-colour printing is used throughout, there being 150 diagrams and photos.

The book is balanced coverage of true IT, one in which computers certainly don't hog the space. It is fairly technical in places, but the author takes great trouble with explanations, illustrations (all kinds) and examples. The various appendices include a long glossary and a good index, though the index perforce covers only the book rather than the course as a whole.

The third component of the package is a cassette for the BBC Micro containing six programs designed to demonstrate aspects of IT in action. The cassette also offers a progam to transfer its contents to disc – at the end of side two. The programs (well documented ina 48-page booklet) are generally highly unusual – slowed-down models of real computer systems which allow users to come to grips with the exciting complexity of the new tools they have available. For instance, LID-OFF is a compelling model of the BBC Micro itself, showing data flows and operating system actions; it can even run programs! £12.95 is the price of software and notes alone.

This course, in 1986, is only one step away from providing formal educational qualifications within an environment of what I call CAF, Computer Assisted Freedom. You can now buy (or borrow) the pack; study it where, when and how you like; and enter for the assessment across a computer keyboard. Get enough questions right and a City and Guilds certificate almost pops out of your printer. What is that one missing step I mentioned? It is the fact that one can't attempt the test at home or at work through Prestel. Surely that would be easy enough to arrange?

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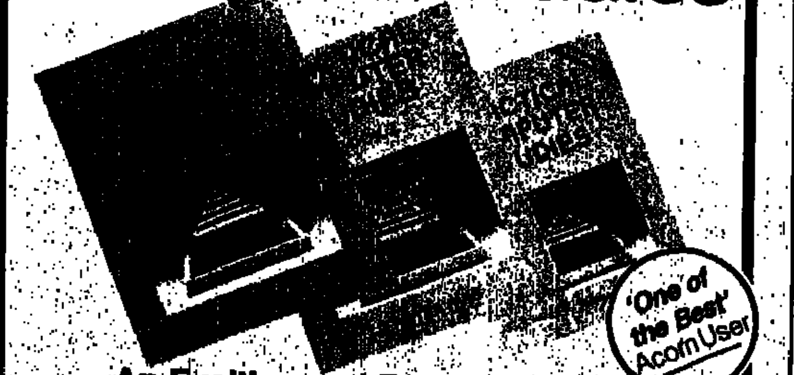

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LOGO in control

by Celia Hoyles and Rosamund Sutherland

Working for the last three years in secondary mathematics has given us insights into the potential of using the programming language Logo to bridge the gap between a concrete and abstract approach to learning mathematics. When Richard Bignall (Advisory Unit for Computer based Education, Hatfield) first demonstrated to us the possibilities of adding several new procedures to Logo in order to control a motor we were impressed with the simplicity of the idea. In principle it was possible to control anything from an electric train set to an intelligent robot.

Programming in a language like Logo is a mathematical activity but by changing the context of the activity from say turtle graphics design to running a washing machine we could bring a rich new perspective to the same powerful mathematical ideas. The change in context is also likely to throw up different types of programming projects which are then likely to provoke different strategies of learning.

So we decided to experiment with Lego and Logo! However, as self confessed technophobics the idea of putting together a Lego model let alone a technical Lego model with all its gears, pulleys, transmission systems and differentials was very daunting! We needed some expert advice and the obvious way forward was to find a group of children who did not share our fears. Our role was to get together all the equipment, to use our knowledge of how children learn Logo to structure the session and then to stand back and watch with amazement as the children literally took over.

In order to control Lego models you need an interface box to pass messages between the computer and the model. The interface translates binary information from the computer into voltages which can be used, for example, to operate motors, light bulbs or buzzers. It can also receive inputs from sensors, such as on/off, light or pressure sensitive switches. Taking advice from our colleague, Hilary Pitts, we chose to use a Deltronics buffer box.

With the buffer box connected to the computer and the control Logo primitives loaded we were ready to begin.

Abbie (aged 11) and Rebecca (aged seven) are two of the children we worked with. When we introduced them to Logo and Lego they had only had one previous turtle graphics Logo session. Abbie describes her first experience: "First me and my sister Beckie made a model of a car out of Lego . . . there was a motor with an elastic band connecting it to one of the wheels . . . we fixed some wires to the computer and made it go backwards and forwards." (The Deltronics interface box allows current to the motors to be reversed so that the motor can run both backwards and forwards.) They soon discovered that they needed a simple little procedure to turn on the motor wait a while and then turn it off:

```
TO KELLY
TURNON [0 1]
WAIT 20
TURNOFF (0 1]
END
```

(the commands TURNON and TURNOFF literally turn on and turn off the output from the interface box).

As Abbie explains "We kept on having to change the WAIT number in the program so instead we changed the program to

```
TO KELLY :NUM
TURNON [0 2]
WAIT :NUM
TURNOFF [0 2]
END
```

so that when we typed KELLY we had to type another thing . . . a number that was how long it would go on for . . . then after we had done that a few times we decided that we wanted it to turn left and right but to do that it would have to have another motor so one motor could control one wheel to go left and the other to go right." (An idea which was new for them.) They managed to do this although there were design problems with their Lego model as Beckie explains: "It sort of worked but it kept crashing and breaking!" In their next session they designed a new more robust car and successfully controlled it to go left, right, forwards and backwards.

Seven year old Tom spent most of the first session building a Lego model. He obviously enjoyed himself: "The most interesting think was making a model and running it off the computer because I could write programs to make the model do different things." He brought along a sophisticated looking car to the second session with one motor driving the front wheels and one motor driving the steering. With some help from one of the other children he discovered that he needed to gear down the front wheel drive motor (he used a Lego Technic gear block to do this). He was then able to write a simple procedure to steer the car while it was moving forward.

When we first met Jonathan (aged 10) he was a committed BASIC programming addict who very much looked down upon Logo as "just drawing!" During his first session of Logo we gave him a box of technical Lego. He very quickly built a model, ran it and then experimented with a pressure pad switch and a light sensitive sensor. He wrote a procedure which used the following logic sequence . . . If the light sensor says that there is not enough light and I am sitting on the the pressure pad then make the light flash.

Andrew (aged eleven) was the only one of the children who had previously tried out control Logo at home. He had already built a Logo controlled Lego lorry which he explained "can be commanded in much the same way as a turtle is commanded with my four programs LEFT, RIGHT, FORWARD and BACK". These procedures were all similiar in form to KELLY. He also added lights to the model and modified the RIGHT procedure so that "When the model moves right, the right blinker will flash on". During the second control session Andrew and Jonathan worked together and as Andrew explained "Jonathan thought of the idea of adding a bumper switch on the front of the model . . . we couldn't find the switch we needed so we used a light sensor instead . . ." They wrote a procedure BUMP

```
TO BUMP
TURNON [0 1 2 3]
IF EQUAL? STATE 0 [TUR-
 NOFF [0 1 2 3] RIGHT 330]
BUMP
END
```

This procedure is explained by Jonathan "As you can see BUMP is programmed to allow the model to go forward until it gets near enough a wall that there is not enough light to set off the light sensor and when this happens it turns right and tests again . . . if it gets enough light it will go forward . . . if not it will turn right and so on until it detects light . . ."

Jonathan was obviously inspired by this session because he went home and built a Fischer Technic pickup truck which was similar in design to the lorry but with a fork lift mechanism added on the front. At the next session he wrote a procedure to make the fork lift go up and down and was also adding a light sensor to the front of the fork lift which would detect an object.

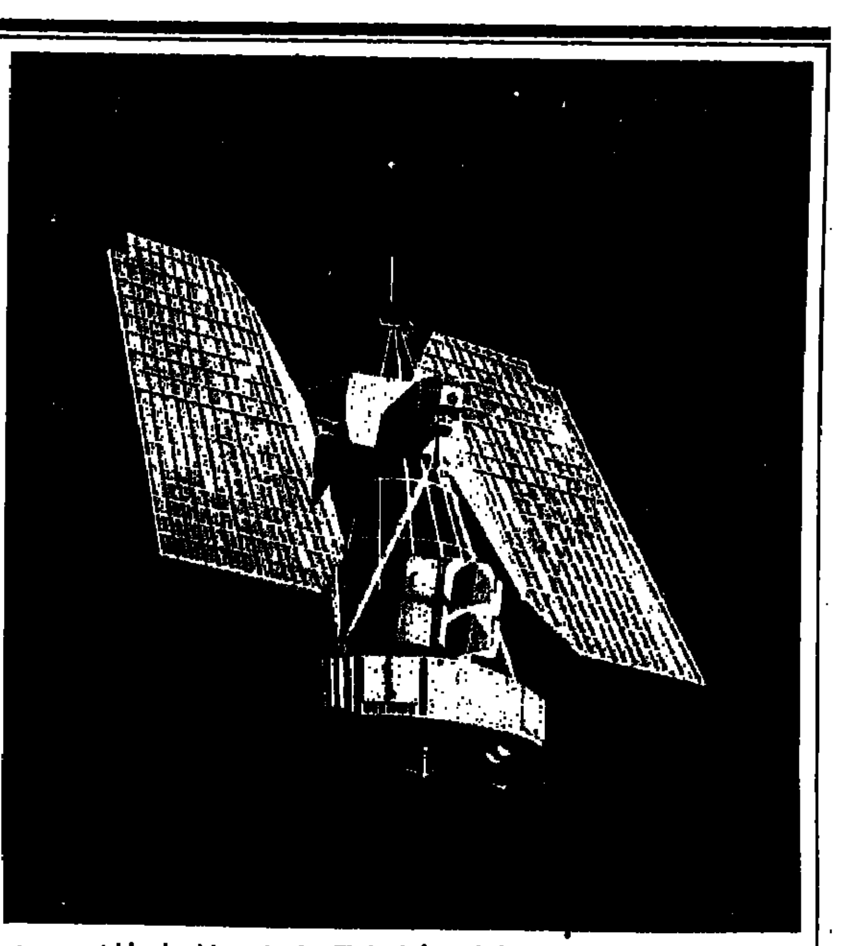
What have we learned from these three sessions? The programming constructs used by the children appear to be different from those used in the initial stages of turtle graphics programming. It becomes more necessary at a very early stage to use ideas like variable input, tail recursion and conditional statements. It is also a natural way to introduce lists. As long as the context is motivating for the children they will experiment with the ideas. We would like to see children having the freedom to use the application of Logo which most suits their own interests.

We hope to start working in a primary or middle school in September to analyse more carefully how this sort of activity can be extended and then used in other contexts. We need to reflect on what structures the children spontaneously use so that the teacher can help to draw these out and make them more explicit. Is it utopian to hope that the departmentalized secondary school curriculum will not stand in the way of further development? In a technological age we need children who can make the links between sophisticated mechanisms and the mathematical processes which control them.

Celia Hoyles and Rosamund Sutherland work at the LOGO Maths Project based at the University of London Institute of Education.

Chicken wire, gas piping and tomato tins

These were the basic ingredients of Clifton College's dish aerial. Nick Baker reports on the school's satellite project



There is virtually no computer studies on the timetable at Clifton College. Boys at the Bristol public school who want to get involved with computer technology do so in their own time. Concerned to lift his pupils' eyes above the self-contained "box" of the BBC, and to look further than the writing of game software, Chris Gardiner, maths teacher and teacher in charge of the schools technical activities centre started looking at satellite technology. Might this be a useful and challenging way of applying the mostly self-taught skills of his computer enthusiasts? Around a year later, the answer seems to be a resounding "yes". With the technical advice of ex-electronics engineer Nicholas Hall (who is a keen radio amateur as well as a Church of England ordinand) there developed at Clifton a project involving electronics, metalwork and geography as well as computers.

In essence, the object was to receive, decode, store, interpret and generally manipulate satellite pictures taken by the European Space Agency's Meteosat 11. This was to be done using as much "home grown" technology as possible, converting the geostationary (ie staying in one place above the earth) satellite's analog radio output to a digital signal which would be "readable" on the BBC computer. The vital components were a dish aerial, a preamp to boost the signal, a down converter to adapt its frequency, a VHF receiver and the appropriate decoding hardware and software. Also needed was an accessible roof with an uninterrupted "view" of Meteosat as it hovers 22,000 miles above the Greenwich meridian.

"There's a lot of mystery surrounding this dish business", says Nicholas Hall. In fact, a perfectly adequate self assembly dish kit, aimed at the amateur market, can be had for as little as £25, and 15-year-old Oliver Seal's contribution to the Clifton project is a promising dish prototype made from chicken wire, gas piping and tomato tins. At the moment, the project is receiving Meteosat on a four foot dish (whose preamp is unprepossessingly weatherproofed with Sainsbury's plastic carrier bags) donated by Radio Masts of Northampton.

The project's decoding electronics hardware was devized by David Beiber, then in his third year at the school. It was by no means an easy task, calling as it did for a system which would adequately cope with signals from tape sources or even a telephone line. It's hoped that the same will be able to digitize signals from other weather satellites, notably NOAA 2.

However, NOAA 2, unlike Meteosat, is not geostationery. Its orbit needs careful tracking by a moving beam antenna. Fourteen-year-old Rupert Witherough is putting finishing touches to a system which will control, again via a BBC, the movements of Clifton's beam antenna, shortly to take its place up a pole on the technical activity centre's roof.

At the moment, though, Clifton is only receiving from Meteosat. What you see on the screen are the pictures taken every four minutes, each of a different division of the earth as Meteosat sees it, with a shot of the British Isles every half hour. These surprisingly clear pictures are either infra-red, to show the earth's temperature, or visible, to show its cloud formation and direction. Much of the software is written by Nicholas Hall himself, and allows users to "zoom in", to compress pictures, or, using the colour pallette, to "thin out" layers of cloud. Oddly enough, the cloud cover shots are most effective on a black or green screen.

Meanwhile, pupils have been busily writing extra software to improve performance. For example, sixth former Nick Beltner has written graphics programs to "enhance" the clarity of coastal outlines and to increase the colour adaptability – so the land can be green and the sea blue, should you wish. He's currently working on software to eradicate rogue pixels which are the results of slightly imperfect signals. Those individual rogue pixels could, for example, suggest that it was cloudy in Caterham while the rest of the British Isles was having a heatwave, all because of a "noisy" tape.

It's worth remembering that audiotape signals can be used in place of "live" signals for those interested in simulating receiving satellite pictures without going to the trouble of erecting a dish. For those who do, and want a 24 hour Meteosat receiving station, other pupils have come up with a program allowing the whole system to work round the clock, locking in to Meteosat's transmission timetable, as well as an automatic link option allowing data to be passed to a second BBC for later processing and storage at the user's leisure.

Although the project has received some outside backing, both Chris Gardiner and Nicholas Hall stress that expense needn't be a problem. Hall estimates that the shopping list for a self assembly system could be as little as £200, given the assistance of someone "handy with electronics". A more "up market" version, with ready made components, that would only need linking together, would cost around £500–£600.

The boys who are working on the final leg of the project agree that the programming skills developed for the project might not necessarily stand them in good stead in the "real" computer world. Their increased knowledge of space and radio technology might well though, and the teamwork involved speaks for itself. Now the team is looking forward to making their work – electronics, software and all – available on a non profit making basis to the educational world at large. Meanwhile, if all you want is a "play-back" disc to see what the world looks like from 22,000 miles up, Clifton will happily oblige.

Details of the Clifton Satellite Project are available to schools and colleges sending stamped addressed envelopes to Technical Activities Centre, Clifton College, Bristol, BS8 3JH.

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Master key?

Alun Hinder takes a look at the new Master Series of computers from Acorn

After a period of uncertainty Acorn have announced their new range of computers known as the Master Series. For schools who are concerned about their long term purchasing strategy, what does this mean? Is the new machine compatible with the old? What about the enhancements? Will software be available to exploit it? Would the Master Series enable schools to make a smooth transition to 16 bit technology? Even at this early date we have received many enquiries regarding the new computer, so here are our views so far.

There are five computers available in the new range of computers from Acorn. The Master 128 is known as the foundation machine since three of the other four computers available can be upgrades of this basic model. This is the machine which is the direct descendant of the current range of BBC computers. Last year production of the BBC Model B ceased and it was replaced by the BBC model B PLUS and the BBC model B PLUS 128. The Master computer is more like the BBC Model B PLUS 128.

The Master 128 is about two inches wider than the old BBC machine and contains all of the extension sockets that we have come to know, with the addition of an "audio-out" socket. The sockets are slightly rearranged on the back but remain the same underneath. The keyboard has a few modifications but is essentially the same. The indicator lights have been moved to the top left hand corner and the cursor keys have been re-organised.

The new organisation is more sensible with the keys in points of the compass formation. However for someone who has been used to the old organisation they may take a bit of getting used to although I found them easy to use after only a few days.

The BREAK key has been moved one key-width away from the red function keys and a BREAK key lock inserted in the gap. This is operated by a small screwdriver and when activated prevents accidental depression of the BREAK key. There is an additional numeric keypad to the right of the normal keyboard which could be used with PRESTEL style viewdata systems, or for entering large quantities of numeric data.

Just above the numeric keypad there are two slots for cartridges. These cartridges can each contain two 16K sideways ROMs so that you will no longer have to delve into the computer to change ROMs when you need to use a different language. The cartridges provided are similar to those used on one of the extensions to the Acorn ELECTRON. Indeed the only cartridge I have used so far is Acornsoft LOGO for the ELECTRON.

Taking the lid off the computer reveals quite a different layout from that which we have come to expect. All of the components bar three are soldered in – is this a sign of confidence in the chips? – early BBC computers suffered very badly from socketed components that worked loose. On the right of the circuit board is the provision for three internal sideways ROMs – two of 128/256K and one of 128K ROM capability. The board also has provision for the connection of an internal MODEM. An ECONET socket is provided although the ECONET circuitry is extra. The upgrade to ECONET is a very simple push fit connection board.

The memory configuration gives you 64K of normal user RAM, 64K of sideways RAM and 100 bytes for other purposes. The ROM supplied with the computer is quite impressive. It contains the operating system, terminal communication software, BBC BASIC, an on-screen editor, the VIEW wordprocessor, the VIEWSHEET spreadsheet program, the Advanced Disc Filing System and the old 1770 Disc Filing System.

One of the interesting features of the computer is the battery backed CMOS RAM. This enables you to set the start-up configuration of the computer, ie you can set up which filing system you want, the key repeat rates, the character ignored by the printer, whether the speaker volume is loud or soft, the language present when you switch on the computer and many other characteristics. There is also a real time clock which is installed and running when you get the computer.

The operating system has a number of new comands but my main concern was that all of the old commands worked. I found this to be the case. The new commands are all to do with the extra functions available on this computer, eg * STATUS will tell you all of the configuration options.

The BBC BASIC provided is version 4. Did this indicate changes to the way BASIC operates? I have not found this to be so and all of the programs that we provide at AUCBE* will run on this computer from the point of view of the BASIC language. Some programs have had to be modified due to other considerations – see later.

There are a couple of extra commands available to do with editing programs. The main command is EDIT which takes you into the on-screen editor. This gives you a wordprocessor approach to editing programs. The programmer has the ability to search, replace and insort characters etc. This is very useful and precludes the need for an extra utilities chip to provide these functions.

There is one important difference in the way the system functions which has to do with the way the program tries to shut down all open files. Under the old system all files were closed and retained their correct length on the disc. Under the new system shutting down all files at once (CLOSE 0) results in all the files being given a length of 16k – a very quick way to fill up a disc. However, if a program author has shut down only the files that were specifically opened then the file length on the disc is recorded correctly. This difference is not the fault of the BASIC interpreter but of the operating system since the same thing happens when writing a machine code program independent of BASIC.

The wordprocessor provided is VIEW 3 – indeed this article is written using the VIEW 3 provided with the Master 128. VIEW is a very powerful wordprocessor – very close to stand alone wordprocessing systems. The provision of an inbuilt wordprocessor is likely to hit the sales of many third party wordprocessors unless they have something significantly different to offer.

The spreadsheet provided is VIEWSHEET version 1.0. This has not been around for as long as some of the other spreadsheets and I had not used it before running it on this computer. However from a very cursory glance it seems very easy to use.

The two disc filing systems provided give variety to the way in which you can use the computer. By far the better of the two (the advanced disc filing system – ADFS, and the disc filing system – DFS), is the ADFS. This allows you to format a single sided 40 track disc to contain 160k as opposed to 100k using the DFS. You can also have almost as many files as you like on the disc – the DFS allowed a maximum of 31 files no matter whether you were using 40 or 80 track discs. Indeed the Welcome disc provided contains 56 files formatted on 40 track under ADFS. The directory structure is hierarchical and users of ECONET will be familiar with this method of accessing programs. It does take a bit of getting used to and most commercial software will not run under this system. I would suggest that all educational users of this computer initialize the system to DFS and BASIC so that it looks like the old BBC computer. Should a new piece of software require the ADFS it will soon let you know.

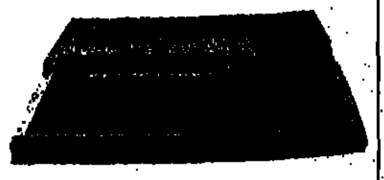
The system comes with both a Welcome disc (dual 40/80 track format) and a Welcome cassette. One hopes that ALL educational users will be in the position to throw away the cassette! The Welcome disc, which is in ADFS format, goes through the usual "what this system can do" suite of programs. However it does not take nearly as long to get through as the old Welcome disc and the software is a bit more interesting. Also provided on the disc are a number of utilities for formatting, backup, copying directories, copying between filing systems etc. For those who find it hard to get grips with the ADFS there is an ADFS tutor program.

Also on the Welcome disc is an icon based control panel which will enable you to easily set the start-up options.

The manual provided with the system is very brief in its description of BASIC, VIEW and VIEWSHEET. It's enough to get the new user into using the system but nowhere near enough to give the expert status. However both VIEW and VIEWSHEET manuals are available separately. There is also a two part reference guide published separately – with part 2 being published before part 1!

Supplied with the computer are two reference cards – one for VIEW and one for VIEWSHEET. Also a function key strip for VIEW, VIEWSHEET, the editor and the terminal software – not all on one side of the strip! There is very little information about the terminal software in the Welcome Guide – only half a page – so I can make no comments about its usefulness other than to say that it is supposed to provide the facilities necessary to use the computer as either a local or remot terminal to other computer systems.

Many computers are sold on their ability to produce easy to use, fast graphics. The graphics on the Master 128 are certainly faster than they were on the old BBC computer. You also have some extra facilities which were referred to in the old computer's manual as being "reserved for future expansion". These include variable dot to space ratios when drawing dotted lines, screen scroll in any direction, clear block of text window, rectangle plotting, parallelogram plotting, flood fill, circle plotting, arc plotting, rectangle copying, ellipse plotting, and a few others.

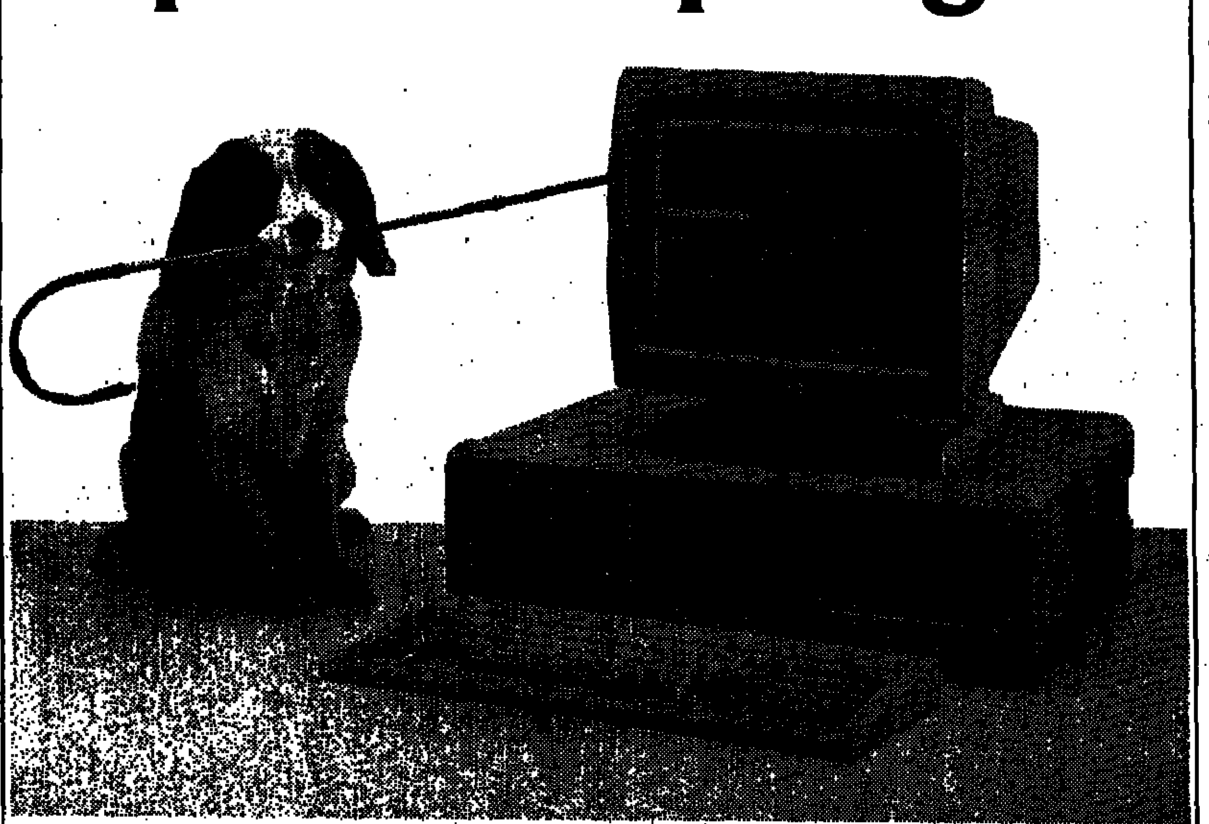


There are also a number of new colours available through the use of patterning. These are dark grey, grey, light grey, red-orange, orange, yellow-orange, cream, pink, and yellow-green. The availability of each of these colours depends on the screen mode.

The system comes with four banks of 16k sideways RAM. These can be configured as separate sideways ROM "slots" or as a continuous 64k data storage area. With the BBC B PLUS 128 model you were supplied with BAS128 – a version of BASIC which used all of the 64k sideways RAM as data space (with separate graphics memory, of course). This will run on the Master 128 but is not supplied with the system. The Welcome Guide refers to it being available from your dealer. The sideways RAM does pose a few problems for third party suppliers of sideways ROM based software. At AUCBE we supply two pieces of software on ROM – QUEST (the information handling system) and ALPHA (the language processor), so I have the ROM image sources of these two programs. I loaded them both into separate sideways RAM slots and they both worked perfectly first time. Once installed they behave as if you had actually plugged the chips into the computer.

continued on next page

The PC with an impeccable pedigree.



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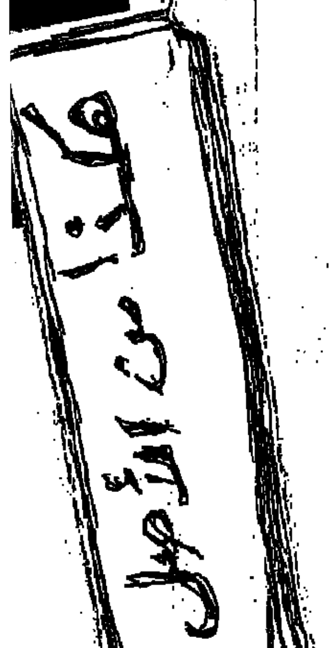


Mouse-driven Gem software

Master key *continued*

There are no facilities provided with the system to save sideways ROM images to disc but there are many pieces of software around which will do this. This is bound to lead to even more software piracy since now you do not even need a chip copying machine to create your own sideways ROMs. Many manufacturers are now putting protection mechanisms inside their ROMs to prevent you being able to use a sideways RAM image. A simple but very effective method is to write randomly to the ROM. This has no effect on the legal ROM but will destroy the software when it is residing in sideways RAM.

Some software houses are now willing to give licences to users who wish to purchase sideways RAM images of ROM based software. Indeed, when using an ECONET this is probably the most cost effective way of providing ROM based software to every terminal on the network.

How compatible is this machine with the old BBC model B? Does all of the existing software run on this new machine or will new versions have to be provided? These are probably the most important questions as far as third party software houses and educational institutions are concerned. I think that the answer is very simple. If the software providers have written their software within the rules laid down by Acorn many years ago then there should be no problems.

Those who have disobeyed the rules may get away with it, depending on what they have done and how naughty they were. Really evil software will dip into the BASIC ROM in order to use some of its routines. This kind of software has no hope of working and will need to be upgraded.

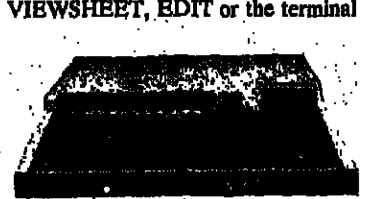
Software that dips into certain memory pages used by the operating system will probably work, since, as far as I can tell nothing has moved. The major difference is in the location of the soft key buffer, the function key buffer and the PAGE boundaries. PAGE (ie the bottom of the area where you are allowed to place your BASIC programs) is now at E00 as with the old cassette system. The space that both the disc and ECONET filing systems use for working is now elsewhere in the computer, away from the user. As long as the author has controlled the PAGE boundary himself and not made assumptions about where it should be, there should be no problems.

All the keys on the keyboard can now be re-defined and so this takes much more than the 256 bytes originally allocated. Also the function key definitions can be very much longer, also meaning that they will not fit in the 256 bytes previously reserved for them. These two pages of memory have been used by many software writers to store bits of data or machine code. This will not be a problem and software which does this will still work since the space that they used to occupy is still there. However, it has been re-allocated as ECONET workspace and so the software will run on a stand alone machine but not over the ECONET. Any software which loads function key definitions or user defined characters directly into memory will find that their function keys and user defined characters have not been set up at all.

In general I suspect that most software will run without modification but purchasers of software must from now on verify that it will run on BOTH the old BBC model B and the new Master 128.

The Master ET is a version of the above computer specifically aimed at the ECONET local area network. It is a lot cheaper than the Master 128 since it does not have any of the ports such as the user port, analogue port, tube etc. You only get the composite video output, RGB output and network connector. There is an option to fit a parallel printer port.

The memory has the same organisation as the Master 128 with the exception that you do not get VIEW, VIEWSHEET, EDIT or the terminal software. Other than that it is as described above. However, because of the re-allocation of certain areas of memory as described above certain pieces of software may not work across the network on this machine when they did work across the network on the old machine.



Unless programmed specifically for speed, like ECONET QUESTN, the old BBC ECONET computer was very slow in transferring data across the network. This machine is very much faster due to a 4k internal buffer. Indeed, when I compared the speed with that of reading the same file using a disc drive it was actually faster. Options such as station number, printer server and file server are set up using the configuration option.

The Master 512 is an upgrade to the Master 128. It contains an 80186 16 bit processor, 512K of RAM and a ROM of up to 128K. The system runs Digital Research's DOS+, a system which provides compatibility with MSDOS 2.1, and CP/M 86. You also get the GEM (Graphics Environment Manager) collection comprising of GEM desk top (an icon-driven front end which includes a calculator and a diary), GEM-Write (a wordprocessor aimed at business use) and GEM-Paint (a graphics package). All of the GEM based software is mouse-driven and a mouse is provided with the system. You also get six manuals to read. The GEM software is provided on disc.

The system purports to run MSDOS based software. At AUCBE we are currently writing software to run under MSDOS (these programs run quite happily on both RM Nimbus and IBM PC). I tried one of our pieces of software (QUEST16, what else!) on the Master 512 and was surprised to find that it worked first time with two trivial discrepancies. I say "surprised" as I can never believe in true software portability between systems. However, the results were very pleasing. The two differences were that the front screen contained a few graphics characters I did not want and the COPY key did not work as I expected. Not insurmountable problems but I thought that it would have been a good idea for the COPY key to emulate the IBM and Nimbus keyboard INSERT key. Of course QUEST16 is not a graphics program. Writing portable graphics based software is not so easy and you cannot expect all Nimbus based software to run on the Master 512.

My use of the system has been limited to that described in the previous paragraph. For those who have a Master 128 the addition of the 512 co-processor may well be an economic upgrade to 16 bit. However, think carefully before buying this machine as your 16 bit computer. Do look around at what else is available and buy the machine that can provide you with the software you need to use in your educational environment.

One other point about the Master 512: once you have installed the 512 card you still have your original computer. You invoke the 512 from the keyboard or set it to come up first by changing the start-up option. You still have access to all the normal facilities provided by the BBC computer.

The Master Turbo is essentially the Master 128 with a 65C102 8 bit CMOS processor inside. It is an upgrade to the basic Master 128 which runs 50 per cent faster. It is the best way to supply an ECONET file server. At the time of writing I have not used one of these systems.

The Master Scientific is once again a Master 128 but with an additional 32016 32 bit co-processor. It has 512k bytes of RAM and 16k bytes of ROM. It supports the PANDORA operating system. The software provided on disc is the PANOS operating system (including editor, linker and utilities), FORTRAN 77, ISO PASCAL, C, BBC BASIC 4, 32000 series macro assembler and library support for the three languages mentioned. Documentation is also provided for all of the languages. Acorn advertising states that programs developed on the Master scientific will run unchaged on mainframe machines. I have not had access to one of these machines.

On the whole the most useful of the above machines will be the foundation machine – the Master 128. It maintains compatibility with the old range of BBC computers, with the exceptions listed above. The exceptions themselves are fairly trivial. However you must be aware that some third party software has broken many of the rules and may cause you trouble. Indeed we are not entirely innocent at AUCBE. When testing all of our software on the Master 128, I had to make changes to three of our major pieces of software in order to make them work correctly. For your information, the changes were to QMAP, STARSET and CONTROL LOGO (which works with all the four major chip based LOGOs on the Master 128). However this only took about 30 minutes work so the changes were fairly trivial. Other software houses may not be so lucky.

The Master Scientific will be of little use in schools but may find some use in colleges or universities. The ET will be ideal for adding to existing networks being cheaper than the ECONET-only BBC model B. The only ECONET file server you should now go for is the Master Turbo since this will also be cheaper than buying a Master 128 and a 6502 Second Processor. The Master 512 needs more careful consideration since you will need to look around at what else is on offer from other manufacturers.

From the cost point of view the educational user should expect to pay no more for the Master 128 than they would have paid for the BBC B Plus 128 (somewhere between £360 and £400). But do remember that you are also getting £105 worth of wordprocessing and spreadsheet software thrown in. It is also worth mentioning here that the software element of the computer comes under the DTI Software In Schools scheme. Taking advantage of this scheme should reduce the cost even further. Should you wish to find out more about the DTI Software In Schools Scheme then contact your local Computer Education Advisory Service.

*** Alan Hinder works at the Advisory Unit for Computer Based Education, Hatfield, Herts, which is where the computers were tested.**

Designer's box

Introduction to Systems Design 1
By John Eaden, Alan Giles and Steve Rogers
£75
CRAC Publications published by Hobsons.

This package consists of one 25-page teachers' guide; 10 21-page students' booklets; 10 42-page "data and catalogue" booklets; 10 44-page "how and shy ideas" booklets. This is complex, not something you'll be able to dump at the front of a class and have running within a few minutes.

The material is apparently designed to be part of microelectronics colurses in the 13–16 age range; it's claimed that it's been tested and shown suitable for students "of all abilities in secondary schools and colleges".

True field-testing of material like this must involve attempts to administer it by a completely unskilled teacher to a completely unmotivated class. It is extremely hard to imagine that even an experienced teacher could put this material across, however excellent it may be, without a great deal of preparation and perhaps even in-service training.

The material comes with an impressive provenance; MEP LOGO splashes each front cover, while the University of Salford and De La Salle College of Higher Education jostle for recognition as well. The objectives of the approximately 15-hour course relate to electronics, problem solving, and communications. The course itself has three parts and involves a large number of theoretical and practical activities. There is a kit, but the authors don't tell us the price.

There's absolutely no doubt at all that, properly used, this little course would be of immense value in a large number of contexts in secondary schools and FE. The contexts range from basic information technology right through to advanced electronics and engineering. Unfortunately there's little indication as to how one could justify including it at the lower levels, particularly in view of its great cost and the need for detailed teacher familiarization.

Eric Deeson

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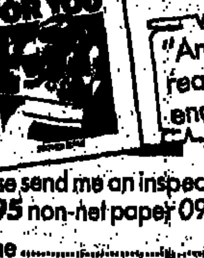

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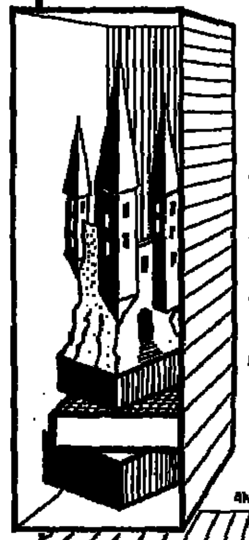

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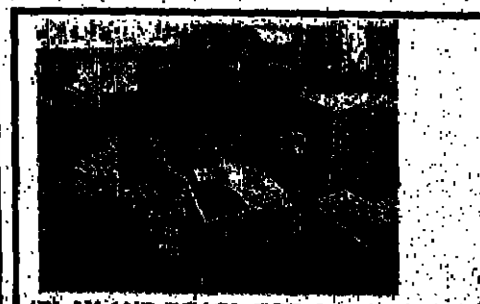

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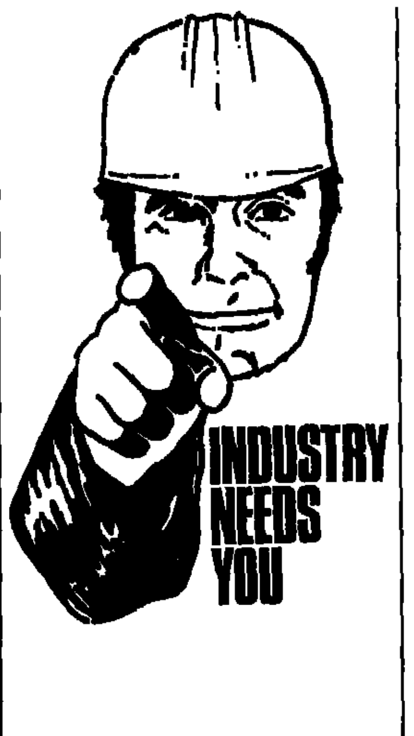

But does industry know what it wants in the way of training. Christine Tongue reports

Education must fulfil the needs of industry – this seems an article of faith with the present Government. But as new technology changes the way business operates, do managers really know what they want? British commerce and industry is notorious for its own lack of investment in new technology training and there is now increasing evidence that companies have little idea of what shape this training should take. The City and Guilds examining board finds that education leads industry when it comes to the provision of information technology courses. "Education develops the courses, leads the way and leads the demand," says Peter Neat, information officer with the City and Guilds examining board.

Training officers in companies complain of a skill shortage among new recruits, says Neat, but there is little research which defines exactly where that shortage lies. City and Guilds is developing courses to teach information technology at all levels and the committees which decide on syllabuses contain representatives from both education and industry. "But the problem", says Neat "is getting people from the employers' side to define their needs – or even to sit on a committee in the first place."

Such problems, argues Neat, are part and parcel of the mistakes industry is making as it rushes to computerize. "Information technology has been publicized as being such a massive revolution that companies feel that they must get in on it. But this demand isn't knowledgeable – they don't know what they should get. The computer supplier is only interested in delivering a product and getting out of the door. People need to be educated in how to evaluate computer hardware and software".

One heavily computerized company which is looking to colleges of further education for help in preparing its staff for work is Thomson, the travel agent. However the courses, run under the Government-sponsored Youth Training Scheme, are beset with problems.

Peter King, Thomson's personnel officer, says the company expects trainees to acquire keyboard skills, numeracy and communications skills and computer literacy, but paramount are *social* skills. "The stress for future clerical workers must be on the ability to get on with a team of people and have a good social attitude," says King.

Problems have occurred, says King, because Thomson trainees have resented the college environment. "Being in college," says King "is like being in school – and the trainees were glad to be out of school."

The net result has been rebellious students, the majority of whom refuse to take work in college seriously.

However many colleges claim that much of the trouble arises from the inability of YTS managing agents to understand the real needs of trainees. "Student attitudes very much depend on the attitude of their company", says one college lecturer. "If the company views sending its trainees to college like sending kids to school, then the trainees will act like 'kids'."

A recent report, *The Design Needs of Industry*, from the Business and Technician Education Council points out that a serious drawback in colleges' efforts to provide appropriate training for industry is a lack of the finance necessary to buy computer hardware.

But a more serious failing, according to the report, is the datedness of college teaching. A majority of companies surveyed by the report felt that most teachers were isolated from technological developments and consequently their teaching was out of date.

It's no accident that video is proving the most fruitful common ground for education and industry. Video can show the information technology in action and in its commercial context, in a way unparalleled by the printed word or by the classroom-bound BBC micro.

Confusion over what industry wants of education and what education can provide is compounded by the lack of a single mediating body. At the moment the Department of Trade and Industry, the Manpower Services Commission and the Department of Education and Science all have a finger in the pie.

According to City and Guilds' Peter Neat, there's an urgent need for a single quango to research what's needed in information technology education. And this should be backed by Government spending to the tune of £100 million on developing this research, argues Neat. "The way things are it's no wonder both teachers and training officers are confused."

The Design Needs of Industry is available from B/TEC, Central House, Upper Woburn Place, London WC1H 0HH, telephone 01 388 3288.

Speedy tortoise

Audrey Laski reviews the Penman

Penman.
Penman Products Limited, Worthing.
£249.

Many schools using Logo with young children, for whom a large picture-drawing object is easier to work with than a tiny screen turtle, will have become attached to the bumbling automata which crawl over big sheets of paper executing turtle geometry, and may have wondered whether such drawing capacity could be put to other uses.

The Penman represents an attempt, and in many ways a very satisfactory one, to cross the Turtle with the expensive plotters used by technologically sophisticated designers. It is a small oblong object; about a third the size of most Turtles: more of a tortoise, perhaps, though it is quite a speedy mover.

It is connected by a ribbon lead to a control box into which it neatly slots when at rest; this in its turn is connected to a power supply and to the serial port of a microcomputer. It has light sensors which let it know when it has reached the edge of the paper, and wells to hold pens.

Using whatever your system provides to send characters to a serial port, it can be directly driven through its Pentalk codes: a program can be prepared to repeatedly drive a given pattern. Pentalk's primitives are straight lines, circles and lettering. From the programs provided on a Utility disk, the rules of a more detailed lower-level interface are easily deduced.

Its lettering, in a range of sizes and styles, would not shame a draughtsman. For non-Logo work, two pen widths are available, and three colours besides black, so it has considerable possibilities for making professional-looking notices, as well as being used in conjunction with CAD packages such as the Ellis Horwood MICAD to transfer design ideas from the screen to paper.

However, it has some snags. Because, unlike some Turtles, it has an opaque body which extends over the pens, it is impossible to see what it has just drawn until you have moved it away. If this is done by hand, it becomes disorientated, and at the next command from the keyboard it is likely either to go into a sulk and refuse to move or to emit little repeated beeps of distress which cease only when it is switched off; this involves re-initializing and homing it when you switch on again, which is frustrating in the middle of a piece of work.

Pentalk's arc command requires curious geometric insight; it seems wanton not to use the geometric ideas that maths lessons encourage; again, because of the way the pens are hidden, it is not easy to see whether you are starting from the desired place. Copying a curve from a sketch into the computer, although feasible given appropriate software, would require coordination of eye and wrist that does not come naturally. Many of these difficulties will probably evaporate with experience – one should never expect to be able to manage all the facilities of a new piece of hardware or software at once – but a fuller manual, with more sensitivity to the needs of the naive user, would have helped.

I find it hard to believe that I shall ever be able to program it to execute the jolly – and jolly complicated – graphics the demonstration plots produce, but I'm sure I shall move on from my hesitant and random curves. If it's only for the lettering facility, programmed in and requiring no effort other than deciding on size and whether to have upright or italic, I already know that I'm not going to want to do without this accomplished little robot. The Parent Teacher Association looking for a useful add-on to a school micro should certainly consider this.

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RML PC	512K	128K	16 BIT/8 MHZ	NO	NO	BASIC	STANDARD	NO	£695 + VAT
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Micros and music

by Colin Wells

Just how useful are computers for music education? Is the hardware capable of supporting this area of application in terms of sound quality and musical control? To what extent is effective software available for the particular needs of music education?

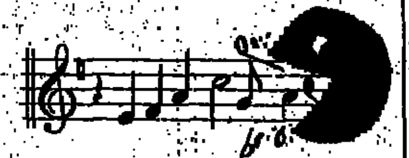
During the eighteen months since the establishment of the national Microtechnology Unit in the Music Education Centre at the University of Reading School of Education, such questions have been very frequently asked. Over this period of time, the staff of the Unit have been able to considerably refine and clarify the answers to these questions through frequent discussions with children, teachers, advisers, HMI and the staff of the Music Education Centre, and through the Unit's three main national areas of work which are: the development of an appropriate information and resource base; a vigorous programme of in-service training courses for music teachers and advisers; and the development of new materials involving microtechnology for music education, both at the Unit and through liaison and consultation with commercial hardware and software producers.

The recent HMI report "Music from 5 to 16" (Curriculum Matters 4 – HMSO) includes a computer as one of the "principal needs" of a secondary school music department, which confirms that computers are being taken seriously in this field of work. However, the report does not specifically indicate *how* the computer is to be used.

This article, in sharing some of the findings and conclusions of the Microtechnology Unit, will hopefully go some way to help clarify the current situation.

It is very important to firmly establish a music education viewpoint on the use of computers, rather than a computing viewpoint on their applications for music education. This means considering primarily the three main music education activities of Listening, Composing and Performing, which are of course inseparably interlinked. The underlying and essential ingredients of all musical activities is listening, either internally to sounds generated in one's head, or the more readily identified listening to external sounds. These listening activities should involve creating, analysing, modifying, selecting, combining or otherwise manipulating sounds of a high quality and wide tonal range.

Of course it is also essential that the sound provision of such a system can be controlled *musically* rather than mathematically, analytically, logically or by other artificially coded or programmed means. This will generally require a means of musical input, commonly a piano type keyboard, (or perhaps a microphone for singing or for use with other instruments), and also software programs which communicate with the user in language appropriate for the music classroom, and offering facilities which support or supplement the music curriculum.



Composing activities require a range of software including sophisticated music processing systems providing facilities for music entry, combining a number of parts and tone colours and for comprehensive pitch, rhythm, timbre and expression editing, with appropriate supportive use of sound, colour, animation, and graphic or traditional notation. Such a system would allow pupils to create music beyond their physical performance skills; to compose for groups of instruments and experiment with orchestration; to develop an appreciation of performance characteristic through listening; to focus separately on concept and skills components; and to develop musical communication skills.

However, it would also support an enormous range of other musical activities including creative improvisation of rhythm patterns or melodic phrases; the development of basic musical concepts such as higher/lower, faster/slower, louder/softer; aural analysis of pitch, rhythms, intervals, timbres, expression, and component musical sounds; and elements of musical form. These activities can be undertaken in an exploratory and experienced manner by the pupils, with appropriate levels of guidance from the teacher, or can form the basis of a supportive, illustrative and discussion-provoking medium for group or class teaching sessions.

As well as a comprehensive music processing package, it is very necessary to have a number of much simpler programs for "learning about" composition, where only one or two dimensions of the multi-dimensional composition process are considered, and presented in a clear and concentrated fashion, for example to aid the creation of simple balanced rhythmic phrases, or to enable experiments with orchestrating simple prestored compositions.

Such programs could be designed to be used as part of teacher-guided group or class work; individual or group exploratory work; or through a computer-presented series of assignments selected by the teacher or by the pupils with guidance from the teacher. The key factor for any of these approaches is the need for genuine relevant musical involvement during the use of the program – perhaps including singing, clapping or playing instruments – or perhaps internalizing rhythm, pitch or sounds. It is important to realize that it is often the case that deliberately leaving out one or more musical elements from a computer program, positively stimulates the pupils into active musical work in these areas.

As indicated above, aspects of performance could often be encouraged through the motivation of a computer program, and indeed the playing of live instruments *with* high quality computer sound (particularly playing pupil-created material) can add another dimension to classroom group music making. Also keyboard performance can become an integral part of a planned improvisation or composition when synthesizers or other musical keyboards are linked to computers using sequencing and composition programs, particularly if the keyboard is capable of touch sensitive expression.

Musical activities mentioned above, are largely of the "open ended", exploratory, discussing, sharing or creative types, which reflect the current trends in music education, and this approach should be reflected in supporting software on computers.

Of course there are occasions where individuals or groups of pupils require practice at some particular skill, or require reinforcement of a musical concept, and the computer can become a highly motivating and patient provider of material for these purposes. However, the use of such programs should be planned as an integral part of a meaningful listening, creating or performing project, under the guidance of the teacher, and not be simply presenting isolated musical elements such as notation, or aural work without relating them to a musical context. While programs can help provide practice or reinforcement, the introduction of new musical ideas, concepts and experiences is much better left to the teacher, as the teacher can tailor such things as level of explanation and discussion, timing, and the variety of activities to suit the particular class and the particular pupil; things which it is not possible for a computer program to do effectively.

The discussion so far has assumed the availability of a high quality music computer, rather than the "standard" microcomputer. What can be done with these general purpose machines? Of course material *can* be produced for these computers, but it will be significantly inferior and very limited in many respects. To consider an analogy with computer graphics: a high quality sound facility is like high resolution colour graphics, whereas the standard sound is like low resolution black and white graphics.

Furthermore for creative graphics work, direct manipulative devices such as the mouse, joystick or light-pen are used, and these are analogous to the direct musical controlling devices of keyboard or microphone. Thus with the "standard" microcomputer, one should only be attempting basic preliminary concept work with bold simple features, as any attempt to introduce realistic musical subtleties will almost certainly be unacceptable. Therefore initial work with such things at pitch, rhythm, tempo and simple concepts such as higher/lower could make use of the common microcomputers effectively, but such a system will hardly reproduce or help create a complete piece of music.

What are the available options in hardware and software at present?

Higher quality sounds are now available for computer systems through a variety of means. First, add-on sound boxes, or sound expanders are appearing for a variety of microcomputers. Two notable examples are the Music 500 for the BBC micro and the Music Sales Sound expander for the Commodore 64 micro. The Music 500 which costs £169, provides eight channels of high quality stereo sound, and it can be programmed to produce a vast range of musical timbres and envelope shapes. The Music Sales Sound expander, which is a recent development costing £99, provides 11 channels of extremely good sound complete with flexible sound creation facilities.

The second method of producing higher quality sounds, is to link computers to synthesizer keyboards using MIDI (Musical Instrument Digital Interface). MIDI interfaces can now be purchased for most microcomputer systems, and they make available to the computer the range of timbres and sound editing controls of the synthesizer which is connected. However, in most cases, any one connected synthesizer will only produce one timbre or tone colour at a time, although capable of playing say eight different notes simultaneously, so at present this approach does not generally offer comparable facilities to dedicated add-on sound boxes. Using the sound/graphics analogy, this is like using high resolution graphics on a monochrome monitor. The situation is beginning to be improved in this respect by the recent introduction of multi-timbral synthesizers such as the Casio CZ101 (£345) capable of playing four timbres simultaneously, and the Casio CZ5000 (£900) with eight timbre capability, but still very limited because of the lack of independent volume control for the separate instrumental sounds.

There are also specific music computers being produced, notably the Yamaha CX5M, at about £350, and its soon to be released upgraded version, which contains a built-in high quality eight-channel sound source with good sound variation range and control.

Allied to the sound capabilities of computer systems is the need for a musical input device, as it imposes significant restrictions trying to specify musical notes through the standard typewriter style computer keyboard.

Of course linking a synthesizer via MIDI provides both high quality sound source and music keyboard input facilities, as does the Yamaha CX5M Music computer with its attached music keyboard. In terms of specific music keyboard add-on devices, there are a few devices available which connect to "standard" microcomputers using the low quality internal sound chip of the computer. For example, for the BBC computer the four-octave ATPL Symphony keyboard at £125 is of this type, although there is some software available to allow the Symphony to use the high quality Music 500 sounds in a limited way.

Hybrid Technology, the designers of the Acorn 500 will be releasing a four-octave Music 400 keyboard (at around £130) as a specific add-on for their sound box, and Music Sales have a five-octave keyboard (at £69) for their sound expander.

One further add-on device which should be mentioned, which combines a programmable sound source with a five-octave touch sensitive keyboard, is the Clef Computer Music system at around £475, which, to operate, must be connected to a BBC computer.

Of course it is very unwise to select hardware simply by considering its potential capabilities; it is the level of access to these capabilities, provided by the software, which is all important. All the high quality sound systems mentioned above have some form of music processing, composing and editing software, but some are very computer oriented. Perhaps the most comprehensive *musically*-oriented software system at present is that of the Yamaha CX5M, which has a step time composer program allowing, in particular, access to subtleties of expression and performance through the use of musical terms, symbols and concepts. This microcomputer will soon become even more attractive when a high quality real time composition program is published for it by Digital Music Systems Ltd.

A strong rival to the CX5M is likely to be the Music Sales Sound expander for the Commodre 64, for which some very imaginative and exciting software is being developed in conjunction with a considerable amount of educational consultation and trials.

The Music 500 system software is very powerful, but is more designed for experienced computer programmers with musical interest than "pure musicians".

Software provided for using MIDI is very variable in both facilities and price, but perhaps the most comprehensive set of support software for a range of microcomputers, at a realistic price, is that of Electro-music Research (EMR).

There is very little software other than these general music processing type packages available for these high quality sound systems as yet because of their relatively recent appearance. There is therefore the dilemma that there are a fair number of programs available on the "standard" microcomputers, many attempting tasks which the hardware is not capable of supporting effectively, whereas the machines that *are* capable of supporting these activities have a limited number of software packages. This situation, however, is changing rapidly.

Of the many packages for the standard microcomputers, (and in particular the BBC with its large presence in schools) only a few use the limited hardware resources in an effective musical manner, and the following seem to be some of the best in this aspect, (as shown through surveys and comments on many teachers' courses):

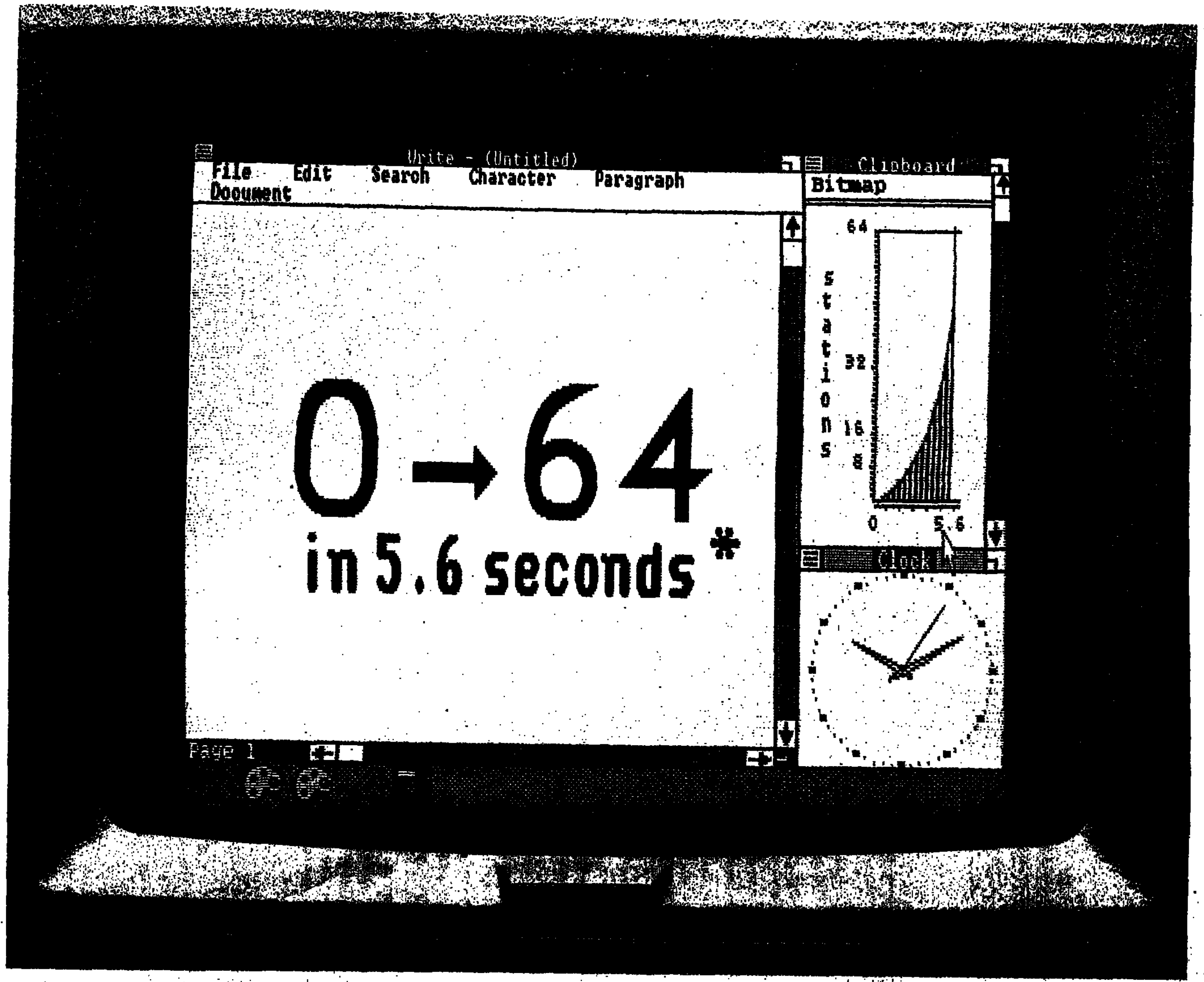
- *Audio Discrimination* package by George Self incorporating nine varied programs for individual and group listening activities with opportunities for creative work.
- *Micros and Music* package by the ITMA Collaboration incorporating nine imaginative and creative packages. Programs designed mainly as teacher support.
- *Mupados Recorder Tutor* by Mupados Ltd, which uses the computer effectively to support the learning of a graded series of tunes on the recorder and includes a high quality audio tape to play along with to provide the reward of an exciting musical performance.
- *Peter Beater's-Musical Games* by System Software, which includes Musical Rainbow and Musical Jigsaw for young primary children involving musical concepts and creative opportunities.

In conclusion, these are very exciting times for music education, with high quality computer systems, along with electronic synthesizers and other devices such as drum machines and sequencers, beginning to significantly affect what activities can be undertaken in the music classroom, and the methods by which those activities can be tackled. Provided the current developments are channelled in the right direction, through effective monitoring by music educators, then systems will become available with the potential to change music education.

Useful Addresses

Music Education Centre Microtechnology Unit, University of Reading School of Education, London Road, Reading RG1 5AQ.
Hybrid Technology Ltd (Music 500), Unit 3, Robert Davies Court, Nuffield Road, Cambridge CB4 1TP.
Music Sales Ltd, 78 Newman Street, London W1P 3LA.
Casio, Unit 6, 1000 North Circular Road, London NW2 7JD.
Yamaha-Kemble Ltd, Mount Avenue, Bletchley, Milton Keynes, Buckinghamshire MK1 1JE.
LVL, Regent House, Lenton Street, Sandiacre, Nottingham NG10 5DJ.
ATPL, Station Road, Clowar, Chesterfield S43 4AB.
Clef, 44A Bramhall Lane South, Bramhall, Cheshire SK7 1AH.
Digital Music Systems, 182 Wilmslow Road, Heald Green, Cheshire SK8 3BG.
Electromusic Research, 14 Mount Close, Wickford, Essex SS11 8HG.
SMIC, (George Self), Furnace Drive, Furnace Green, Crawley RH10 6JB.
Longman (ITMA), Longman House, Burnt Mill, Harlow, Essex CM20 2JE.
Mupados Ltd, Unit 11, Llanbed Industrial Estate, Tregaron Road, Lampeter, Dyfed SA48 8LT.
System Software (Peter Beater), 12 Collegiate Crescent, Sheffield S10 2BA.

Colin Wells is Manager of the Microtechnology Unit, The Music Education Centre, Reading University.



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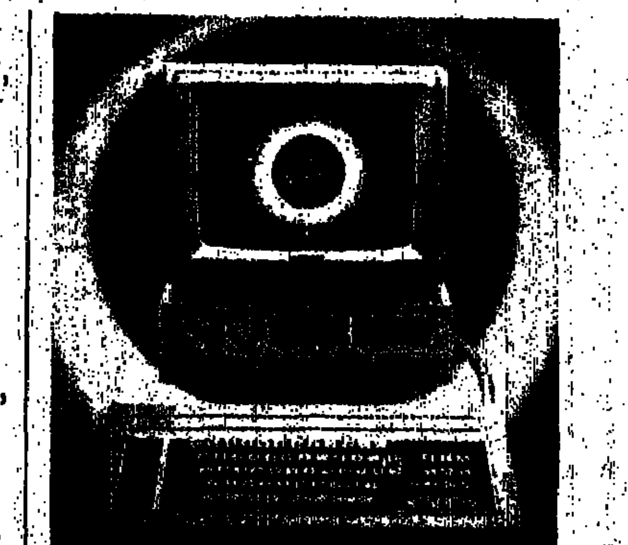

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Life on a double-decker technobus

by Huw Richards

Every day Polytechnic lecturer Bob Hallewell drives to work in a double-decker London bus. This isn't an ingenious form of moonlighting, but a new way of spreading the gospel of information technology.

This academic year has seen the setting up of 18 regional Centres of Expertise in IT, funded by the Department of Education and Science's Education Support Grant in consultation with local authorities.

Siting the centre in London was something of a problem, until some-

body remembered the ingenious device used by Bedfordshire's craft, design and technology adviser for disseminating IT a few years ago – putting the equiment on a bus.

The centre is known as the Open College Technobus as it operates through the South London Open College, centred on The South Bank Polytechnic. In its blue and white livery it is rapidly becoming a familiar site on the roads of South London.

Converting and equipping the second-hand London bus, which came into service in January, cost about £65,000. The top deck is arranged as a classroom with a teaching area seating 20 students around a 10 station RML Nimbus computer network. Downstairs is a demonstration and workshop area with a range of systems which can be used to illustrate the educational applications of IT.

The main thrust of the centre's work is towards staff development. On four days a week it is driven from its South Bank Poly garage to one of the Open College institutions for a day's work – on the Friday it stays at the Poly as the base for an AEI lecturers' training course. "It's much easier for staff to drop in on us when we bring the equipment to them, than to make a special journey to some central point," says Hallewell.

Centre director Graham Rourke comments that through the bus "many more institutions are now able to gain direct access to scarce IT resources. The bus can be used as a library for software, showing staff new items as soon as the authority gets them, and taking items of highly specialized equipment around the institutions. Some highly expensive items wouldn't get enough use to justify their cost in any one institution, even if they could afford them, but become economic if they are taken around to several."

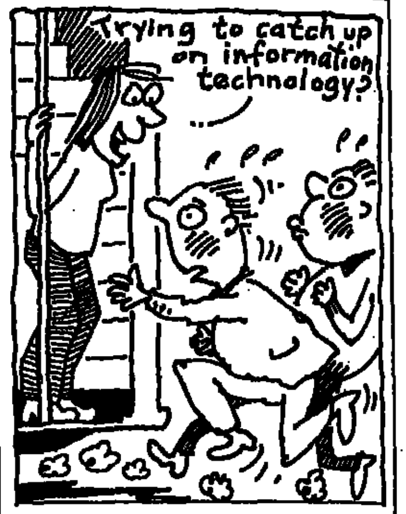
A typical day in the bus's first month of operation took it to the Tulse Hill campus of South London College. Hallewell and Rourke reckon on two sessions – a drop-in period from 10.0am to midday followed by a workshop from 2.0 till 4.0.

In practice it turns into two drop-in sessions: "It's very difficult to take 12 or 15 people out of a college department at a time, they just don't have the resources to do that," says Rourke. So staff drift over in their twos and threes.

It is very much a "getting to know you" session. Most comment is positive, although one tall member of staff complains of lack of headroom and demonstrations are hampered by having to run the computers off a generator rather than mains. One of the pieces of legal knowledge Hallewell has acquired in this job is that you're not allowed to run a power cable across a public right of way.

The morning session introduces staff to the capabilities of the Nimbus, newly purchased by ILEA. Some experiments with its sophisticated and diverse graphics package, others explore its potential for word processing.

The afternoon session concentrates on communication skills. Equipment



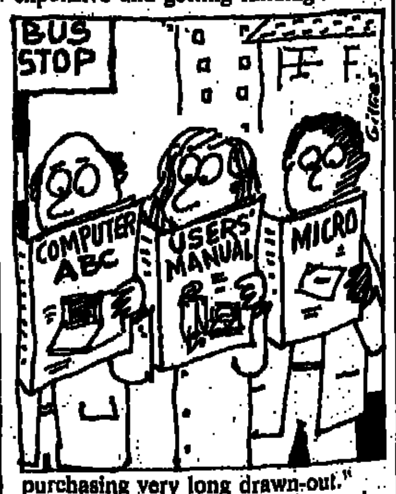
used includes a speech synthesizer unit, a concept keyboard which simplifies the process of giving commands to the computer and a range of BBC software. Training concentrates on using programs rather than writing them.

But there's plenty of interest. Hallewell finds that his role is largely one of counselling: "People tell me, 'My computer doesn't understand me'," he jokes. Rourke suggests that the sheer novelty of having a bus full of computers on site helps attract people in: "People who find a college computer room forbidding will wander in and have a look at the bus – it is extremely approachable."

Dr Richard Marsh, head of Physical Science at SLP, was enthusiastic about the idea after his first sight: "We're still in the early stages. We'll ask staff to tell us what they feel will be useful and to quantify what will benefit us in terms of timing the bus's visit. The great benefit is that you'll get a much greater throughput of people than you would in a permanent centre," he says.

Business and secretarial skills lecturer Yvonne Mackenzie welcomes having the facility on her doorstep: "You see a lot of equipment and ideas you'd otherwise miss – and it helps very much that it comes to you and you can drop over for a time during a working day".

Electronics and Telecommunications senior lecturer John Guy was chiefly interested in the hardware: "We're interested in robotics for a higher certificate microprocessor course. Students write codes to perform control type applications. Finance is the problem with this, advanced robotic equipment is extremely expensive and getting funding makes



purchasing very long drawn-out."

"The expense and the time you take to acquire equipment means a wrong decision can be a disaster for a course. But many local industrial plants have robotic control in production and we want to give our students some relevant experience. I'm keen on the concept of the bus as it gives us the chance to see equipment which no single college could afford."

Demand for the bus's facilities will clearly come from a wide range of departments, and levels of knowledge ranging from complete starters through to John Guy's specialists. Responding effectively to this demand is the key to the project's success. Hallewell says: "This project has to be user-driven. We're still getting to know people and finding out their needs".

He points to one pleasant phenomenon already provoked by the bus: "We seem to be a neutral zone where teachers are away from competition between departments and other tensions and actually talk freely together".

Still in its early stages the bus looks to be a valuable and flexible weapon in the DES and ILEA's attempts to bring staff up to date on the possibilities of IT.

folio – elegantly simple

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Folio by Tedimen Software

page 3

memory

Advisor. It's called "Folio".

Folio, by Tedimen Software, is designed to introduce the concepts of word processing to young writers within a secure environment. Complex commands can be hidden until they are needed.

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Screen writing

Susan Thistlewaite and Linda Candy on wordprocessing

The advent of the electronic information age is a challenge to all teachers including and, perhaps, especially, teachers of language and writing skills. Computers can be a valuable aid to learning in those lessons, in fact the wordprocessor is probably the most important available technological innovation for writing development and is an undervalued instrument in schools today. The influence of the machine is to encourage a student centred learning. Far from dehumanizing the teaching situation the machine tends to personalize it and enable the development of cooperative group work.

Writing skills are of prime importance and we are convinced by our experience of wordprocessors that this form of technology can be used effectively in the English classroom. At our comprehensive school wordprocessing is an integral part of the English curriculum and a departmental staff facility. They are used as tools for improving writing and are fundamental to our Journalism course.

The best way to make our pupils participants in the use of information technology, is to organize courses in which pupils are taught about what new technology can do: to make its use part of classroom activity where pupils use it for their own learning purposes. What better way to understand issues about privacy and coded access to data bank systems than to see the class profiles or marks kept on floppy disk or to select one's own essay from a master diskette.

Two of the recommendations of the APU language monitoring team are that: pupils could be helped to improve their writing performance "by being made aware of the place of writing in the process of learning and of the value of note-taking and exploratory drafting and by having opportunities to work collaboratively through the stages of composition and revision".

These aims can be facilitated, even transformed by the integration of wordprocessors into the activities. The use of wordprocessors can change attitudes towards revision, and not just revision of technical details. There is more opportunity to play with ideas, free of the constraints of accuracy, whilst those ideas are in full flow. It is important not to see it as a copying up device but as an electronic "scratch pad" on which ideas can be developed and manipulated.

In our work, we have used groups who can share operative roles: typing in, dictating the story, checking spelling and technical accuracy. These roles can be rotated, and are not seen by us as of primary importance, although the ensuing discussion of language and form is. The group decides, through discussion, the most effective choice of word, phrase, sentence and paragraph order. They work from already created notes, producing a joint piece of work.

After the first draft, the advantages of using the wordprocessor becomes obvious. At this stage in the usual writing process many children see their work as done. With a wordprocessor, however, real writing development begins now with a careful reading and consideration of the text, and re-drafting.

When the work is handwritten this is tedious, and possibly distressing. With the wordprocessor, the text can be printed out, amendments discussed, and then, using simple commands, an altered printed copy produced. Of course an individual can work on a wordprocessor in this way too. However, the disadvantage of this is that the very useful discussion of language is lost. It is also very expensive in terms of machine time.

The wordprocessor's great advantage is that it allows a distinction to be made between presentation and composition. The writing has not been tediously laboured over with a pen, and although hard work may have been done at the keyboard, (it is surprising how most children pick up the "hunt and peck" technique) the alterations don't leave the child with a destroyed and messy looking end product. Quite the opposite in fact, a printed piece acts as an incentive to our students.

The wordprocessor encourages editing and drafting: in fact, editing becomes fun. The first printout is viewed not as the end product, but as a stage. It can be taken away and worked on. The "neatness is all" view that some students have is dispelled. Children who find manipulating a pen difficult are liberated and encouraged to see their composition separately from their handwriting.

We have found that students pick up the basic editing commands quickly. With the aid of a MEP grant we have developed a set of materials which guide pupils through a series of writing activities using the wordprocessor to its best advantage. Our students have worked through these cards and now produce the copy and artwork for their own paste, and edit at ease. Girls especially benefit, because computers are being used away from the overwhelmingly masculine atmosphere of school computer studies, and the home computer style games.

A "low tech" future for writing in schools has been predicted. This is a pessimistic forecast, and one that is out of step with the future work prospects of our pupils. Ray Hammond (*TES* 25.10.85) says that over 60 per cent of micros sold to industry are used for wordprocessing.

More important to the personal needs of our students is the enhancement of writing skills which the wordprocessor can offer. Our students are entitled to the best means available to enable them to write effectively and with pleasure and purpose. In the same way as science teachers now regard practical work by pupils as essential to a proper experience of science and hence demand laboratories and materials to effect this, we can envisage a future approach to the development of writing which demands the facilities offered by the new technology. However, until there is commitment to innovation scarce resources will remain the province of computer studies, mathematics and other subject areas which are considered the appropriate users of the new technology.

Susan Thistlewaite and Linda Candy teach at Wreake Valley College, Syston, Leicestershire.

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Robotics project

The Microelectronics Education Programme in Wales has launched a pilot robotics project in seven primary schools. Its intention is threefold: integrating various branches of science, introducing control technology in the classroom and, most importantly, fostering pupil-centred activity.

Although tasks are assigned by teachers, it's up to the pupils to decide how the problems will be solved. Children are issued with a microcomputer, an interface, a building kit and a software package. Working to a general brief such as "Make a model using all the pieces issued", each pupil has to decide which kind of model to make (choices range from a mechanical digger to a walking skeleton) as well as the tasks it will be required to perform.

The American Robotix plastic building kit, marketed by Milton Bradley Ltd, comes complete with four motors, moveable wheels and a five-switch control panel. Although similar in some respects to Lego, the Robotix girders are larger and probably easier for small hands to manipulate. Children progress from operating the robots manually with the hand-held switches to computer control.

Both the interface linking the computer to the robot and much of the movement controlling software has been developed by MEP in Cardiff.

A wide range of robot movements have been incorporated in the accompanying software. For example, robots can simulate their factory counterparts by picking up and lowering objects repectedly, thereby introducing industrial control technology applications to pupils early on in their school careers.

Similarly, wheeled robots can move backwards and forwards along the classroom floor. Such movements can form the basis of a primary school science course.

Physics topics, such as the effect of friction on speed, and mathematical issues, such as the optimum weight a robot are can carry, may be subsequently introduced, while both mathematics and geography are being applied in the gradients study tested as the robot climbs up and down a series of inclines.

A sensor attached to the robot offers further possibilities. For example, a robot can be made to detect light and to negotiate an obstacle course by avoiding objects placed along its path.

Largely as a result of this pilot project, the Robotix kit is now commercially available in the UK.

Iola Smith

NEW

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PenDown was designed by Peter Hunter, a working teacher from Somerset on the basis of extensive classroom research for a doctoral thesis into the difficulties and needs of children using existing word processing programs on the BBC B.

Logotron is best known for its best-selling Logo on the BBC Micro. Read all about Logo, PenDown and other ideas in STAR*LOGO. Write for a free copy today.

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Information on tap

Bill Smith on the benefits of databases

The arrival of computers in schools has emphasized, not removed, the dichotomy between teachers who "know about" computing, and those who don't. Yet to any teacher able to switch on electrical appliances, and type (even two-fingeed), the computer offers release from recurring drudgery.

The capability of the computer as a wordprocessor, able to accept, manipulate, alter and store text – parents' letters, departmental guidelines, subject notes, question-papers – is recognized even where it is not used. Using the BBC computer as a wordprocessor has alone saved me incalculable time and trouble, and I would no more dream of returning to a typewriter than I would of going back to Stephen's Blue-Black ink powder and the Devil's Own nibs.

Most teachers use a calculator for marks, ordering stock, etc without worrying about how it works. You press the buttons, and up comes the answer. Great!

But how about a calculator that "contains" the names, classes, teachers and assessments of all the pupils in the department? That will arrange these assessments, totalled and percentaged, in rank order? That will throw in, as a bonus, the total, mean and standard deviation for the whole group, or any part thereof? That will, before you can get the cap off your pen, alter this arrangement to alphabetical order in form classes, for the year?

Or how about a calculator holding title, author, publisher, ISBN and latest (known!) price of every book in the department? That will list separatedly novels, poetry anthologies, plays, short stories . . . AND, when you want it to, tell you how many more to order for a full class set, AND how much reordering will cost . . .? And all this without your ever doing a sum!

A computer database is such a calculator, and obviously the database confers its largest bounty on the non-numerate teachers – those who are, ironically, the very ones least likely to touch the computer.

A database is a "computer application" which, like the wordprocessor, can come as a cassettetape, on disc, or in a "chip" easily plugged into the computer's innards. It contains a program to accept the information you enter as either alphabetical or numerical data, manipulate it as you require, output it in the form you stipulate, and store date for future reference or alteration.

A file is a list of all the information you want to keep on a subject; a record, the information on one item in your file; each piece of information is called a field.

A good database will allow you to:

- stipulate the number and names of fields per record (usually limited, but normally about twenty), and stipulate maximum length per field;
- add new records to your file, or delete from it (eg add books bought in, or delete books withdrawn from stock);
- perform calculations, (eg Quantity x Price = Total Cost);
- print out (or display on screen) the information you want, in the ways you want it;
- add new field(s) up to the maximum allowed by the database in use (eg add "Where Stored" field to each record);
- search the file, or part of the file, according to "search keys" you can alter as required (eg all books from Penguin (search key "Publisher: Penguin") with fewer than 30 copies in stock (search key "Quantity: = <30" (equal to or less than 30]);
- sort files, ie arrange the file in numerical or alphabetical order – preferably with the ability to order in more than one field (eg sort in order of category, in order of titles – ie the file will list language books before novels before poetry books . . . with the language books in order, then novels in order, etc . . .):
- merge files (eg produce a single "total stock" list from several separate lists).

I also think it is essential for a database to be able to integrate with a wordprocessor, and this feature should be considered before you buy even if you do not yet use a W-P. I use Computer Concepts' Wordwise Plus with the database Masterfile II from Beebugsoft: letters from Wordwise files can be "personalized" by drawing the names and addressed from Masterfile, or, say, Masterfile assessment records can call for the insertion into the printout of one of a number of Wordwise-produced comment paragraphs. Without such "integration", the usefulness of both applications would be greatly reduced.

Cassette databases are severely limited, and not nearly fast or flexible enough for serious use; disc-based databases like Masterfile are excellent, and cost around £20; ROM-based databases would handle almost all school admin: they are very fast, but their sophistication means much more for the user to learn, and they cost from £60 to over £100. I would recommend a disc-based database as adequate for any department, easy to use, fast and flexible enough for anything I am likely to require. These come with a full manual (check its intelligibility) and, usually, a demonstration set of data files, and using these will allow even the type to set up and use his own files within the hour.

Before buying, try to anticipate future requirements: will you want wordprocessor integration? does this database allow sufficient fields? can you select the output of certain fields only? can you easily alter the format of the output? will it do "global calculations" (eg total and percentage everybody's six assessments on one instruction)? will it hold all the records you may require?

Don't buy blind, by mail or from a chain store. Don't be over-impressed by the "fantastic speed" of some databases – all will be immeasurably faster than your pencil. Make backup copies of your program disc, and all files as you crate or update them: these steps take seconds, and can prevent disaster!

Bill Smith is principal teacher of English, Viewforth, High School, Kirkcaldy.

As the BBC Micro is almost universally available in schools, here are some databases worth considering:

NAME	BASE	MANUFACTURER	COST	COMMENT
Bel Base 2	disc	Bel Tech	£27	20 fields @ 60 char 2400 rec max; data [illegible]
Masterfile II	disc	Beebugsoft	£19	very easy and flexible, adequate for most departmental uses
Beta-Base	disc	Clares	£25	powerful, but "advanced" features on extra (£12) disc
Discdata	disc	Watford	£17	very similar capability to Masterfile
File-Plus	disc	Watford	£43	powerful, similar capabilities to Beta-Base
Database	ROM+disc	Merlin Computer Products	£49	powerful and flexible, high capacity, integrates with Merlin Scribe W/P, or both applications
DataGem	board	Gemini	£130	Datascribe chip at £95 extremely powerful, suitable for business [illegible]
STARdataBASE	ROM	GCC (Cambridge)	£86	"free" utilities disc + Wordwise/View mailmerge

A FREE Modem for every Secondary School!

What is the DTI offer?

The Department of Trade and Industry is offering FREE OF CHARGE, a high quality modem to every Secondary and Middle (state and independent) school in the UK. The letter outlining the details was sent recently to every Chief Education Officer and Computing Adviser.

Why modems?

As a result of the very successful Microcomputers in Schools scheme it has become apparent that the schools need a modem to connect to one of their computers in order to take full advantage of the new technology. Schools can then use their microcomputers for both communications, using electronic mail and to access the growing number of on-line databases.

Which modems?

The modem is one of two types already being used by subscribers to The Times Network System. The Tandata 512, and the Dacom DSL 2123 AD. Both are V21/V23 modems offering 300/300, 1200/75, 75/1200, 1200/1200 half duplex with autodial and autoanswer facilities. Each one has a guarantee and comes complete with the appropriate computer lead.

Which micros?

The modems are being supplied for use with the BBC, RML 380Z and 480Z machines.

What are the benefits?

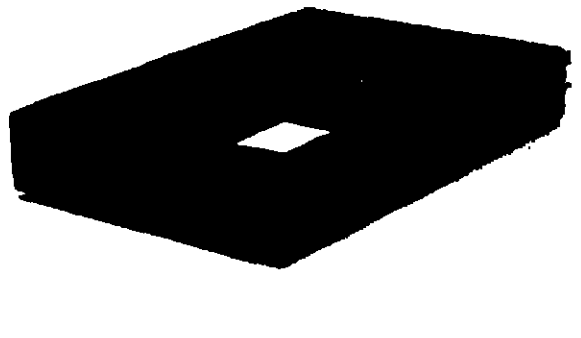
The benefits of having a modem connected to your micro are enormous. The micro becomes a much more powerful communicating tool.

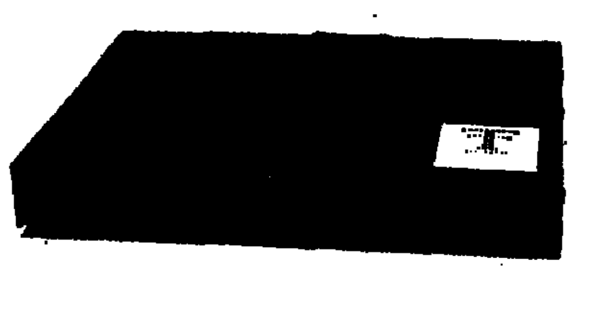
Who is elegible?

Secondary and middle schools have been specifically named as the institutions for whom this offer is being made, however there are some options for other establishments. The DTI has stated that it may be possible for special schools, teachers centres, primary schools, further education colleges etc to become similarly equipped under the scheme.

When is the offer available?

The returns to the DTI are due today March 7th 1986. So if your computer adviser has not already done so please ensure that he/she contacts the DTI to let them know how many modems your authority requires.





Technical Specifications

Tandata TM512 TP

V21 300/300 bps
V23 1200/75 bps
V23 Pseudo Duplex Mode, compatible ONLY with the TTNS system.
V23 Half-Duplex Mode.

AUTO-DIAL
AUTO-ANSWER
Auto-sensing of Pulse or Tone Dial.
Loudspeaker for easy call monitoring.
Integral Power Supply.
Rear Socket for Telephone Handset.
Front panel On/Off Switch.

This modem now provides compatibility with both TTNS and CommunITel styles of working.

Dacom DSL2123-AD

V21 300/300 bps
V23 1200/75 bps
V23 Pseudo Duplex Mode compatible ONLY with the TTNS system.
V23 Half-Duplex mode under RTS control.

AUTO-DIAL up to 18 digits can be dialled and may contain interdigit pauses, as required.

AUTO-ANSWER under DTR control.

Compatible with both TTNS and CommunITel styles of working. The Modem will power-up in TTNS mode by default. Commands are available to switch into either 'CommunITel' mode or 'TTNS' mode. Auto-sensing of Pulse or Tone dial.

Rear socket for Telephone handset.

Save on TTNS Subscriptions

TTNS SPECIAL OFFER ON SUBSCRIPTIONS

Following the DTI scheme to supply each Secondary, Middle and Independent school with a modem, TTNS are very pleased to be able to aid this rapidly growing interest in online systems, by offering a discount on subscriptions and software purchases.

The following prices, which apply until April 30th only, will help LEA buyers to take full advantage of the DTI scheme:

Secondary school prices:

Mailboxes	Per annum
1-9	£187
10-19	£175
20-49	£160
50-99	£150
100+	£140

Primary and Special Needs schools prices:

Standard annual subscription £85
Schools of 100 pupils or less £65

The above includes an annual subscription to TTNS, communications software for BBC, RML380Z, or 480Z, IBM PC, AT, XT, manuals and a function key strip.

Note: It will continue to be TTNS policy to make NO CONNECT TIME CHARGES. Users can therefore accurately budget for their running costs.

The Primary Pilot Project has been extended to the end of the Summer term. Primary schools wishing to join now can do so for £25. This price gives access to the network until 31/7/86 only.

TTNS communications software.

The TTNS communications software can be used to access the Times Network and a wide variety of other networks and database services. Viewdata, 80 column monochrome, colour, or any combinations of these, can be handled by the TTNS software. The other services are UK and overseas based and include TelecomGold and ECCTIS (Educational Counselling and Credit Transfer and Information Service). The DTI are also working to establish a national computerised information service, NERIS (National Educational Resources Information Service) which will be accessible using the same software.

The TTNS communications software can be purchased separately. Software, manuals and function key strip (no subscription) price £30.

DTI Software Scheme.

The above offers are all eligible under the DTI software support scheme. The price of the software (£30) may be recouped in full before March 31st and 50% (£15) thereafter. These grants are dependent upon each LEA being able to accommodate such requests from their existing DTI Educational Software Support Scheme budgets.

Come and meet us at the TTNS Roadshow

April 7th Post House Hotel, EDINBURGH
April 9th Queens Hotel, LEEDS
April 10th Excelsior Hotel, BIRMINGHAM (Airport)
April 11th Strand Palace Hotel, LONDON

April 1986 marks the end of the first year since TTNS became fully operational, providing the Education Service throughout the UK with low-cost Electronic Communications and Information Services. The support has been extremely encouraging — there are now well over 1500 subscribers in 108 out of the 123 LEAs in England, Wales and Scotland. Northern Ireland can now use TTNS with local call telephone access.

TTNS is mounting a series of presentations and demonstrations across the country at Edinburgh, Leeds, Birmingham and London.

Session for CEO's

The morning session on each day will be by invitation only and is aimed at Chief Education Officers, Directors of Education and their Deputies, Education Link Organisations and representatives from Government, Industry and Commerce.

At each presentation, we shall take the opportunity to explain and demonstrate the full range of this unique service, which provides both fast and cost-effective communication channels between all sectors of the Education Service, as well as a wide-ranging resource, for both teachers and pupils alike.

'Open' Session

The afternoon session, starting at 2.30 p.m. will be 'Open House' to any Teachers, Education Officers, Advisers and other interested parties who wish to come along to hear about TTNS and see it in action. Further information on this will be published in TES nearer the time.

Make a date in your diary NOW. TTNS will be very pleased to welcome you to any of the presentation venues detailed above.

WHAT TO DO NOW?

If you have any queries about any of the information in this advertisement please contact one of our Schools Coordinators, Moyra Doyle or Julia Cooper. They will be pleased to answer all your questions and are looking forward to hearing from you.

Direct telephone numbers to the Times Network Systems are:

01-833 7143 01-833 7615 01-833 7104

If you are telephoning outside of normal working hours please use our 24 Hour Helpline 01-833 7104

Moyra Doyle

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G M Croft

'This is a book that no teacher of Computer Studies should be without. Highly recommended.' *Secondary Education Journal*

BBC Edition 0 340 37013 0 Illus. Limp £4.95
RML Edition 0 340 26899 9 Illus. Limp £4.95

Software for this title is also available. Further details are available on request.

Teachers are invited to write for inspection copies, stating school address.
NOTE: Software is not available on inspection.

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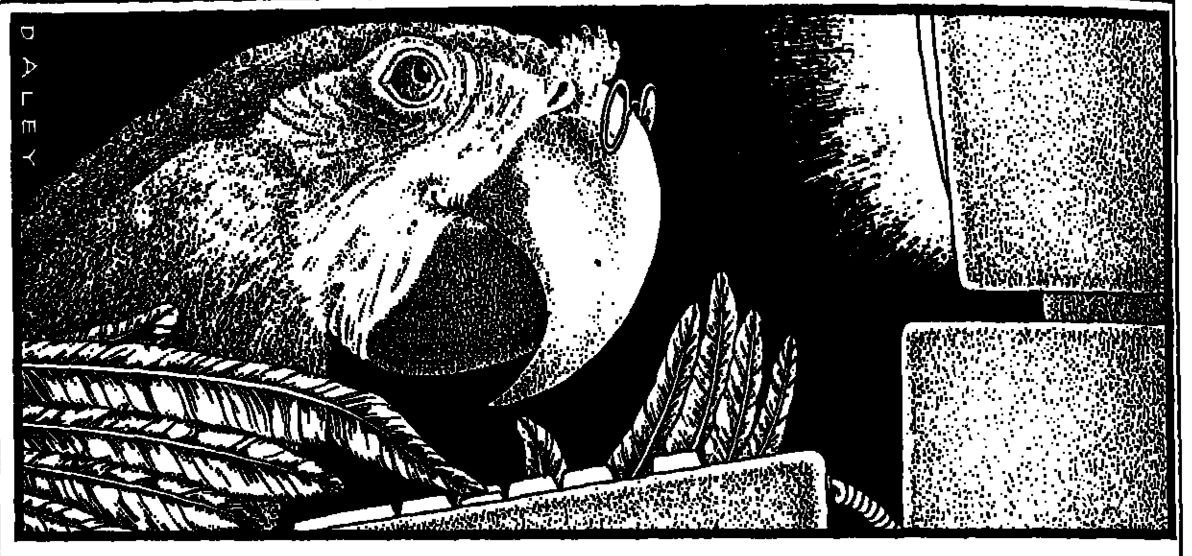

Speak easy

by Jacquetta Megarry

Namal Type and Talk Speech Computer
Price £171.35 incl VAT
Cambridge Microcomputer Centre, 153 East Road, Cambridge CB1 1DD.
The Speech ROM
Price £33.35 incl VAT plus £10 for Acorn/Texas speech chip.
Computer Concepts, Gaddesden Place, Hemel Hempstead, Herts HP2 6EX.

"A bird in the hand," said the uncannily human voice with a mild South African accent. If I hadn't seen for myself, I wouldn't have believed that it was spoken by computer. But speech of this quality was produced at GCHQ in Cheltenham by a high-speed mainframe that had been working solidly all weekend.

Most people totally underestimate the problem of getting computers to talk intelligibly. Although immense strides have been made in low-cost speech synthesis, there are major trade-offs between quality, flexibility and ease of use Here are some comments on two of the most interesting low-cost solutions for the BBC Micro. Either could be a wonderful stimulus to language and writing development in any school.

The Namal is less than half the price of the next-cheapest, self-contained speech synthesizer (the Votrax) and is reputed to use the same chip and offer similar quality.

First impressions were very off-putting. The Namal arrives without even a power plug, let alone a cable to connect it to the computer. Once you've fitted the plug and switched on, it says a robotspeak "Ready, master" – a great turn-off for female users and anyone with a mental age of over eight.

The manual is incredibly unhelpful. Starting with pages of off-putting details about setting internal DIP switches, it tells you nothing about how to make the computer drive it. Let me summarize many hours of trial and error.

- Set the Namal to parallel and use a printer lead; you'll need a special cable to use it on serial.
- Type in VDU2 to tell the system to treat it like a printer.
- If you try to drive it from Basic, it precedes every utterance with "GREATER THAN" (the Basic prompt!) and follows it with "MISTAKE" (because it isn't a valid Basic instruction).
- The last problems are avoided if you first type in a four-line Basic program. Why is none of this explained?

However, the struggle suddenly seemed worthwhile when on impulse I selected *Wordwise* and was astonished to find that option 6 (Print text) made the Namal speak my text! Admittedly, some of the words were pronounced strangely, but some selective misspelling and use of its phoneme mode produced satisfying improvements.

The Namal's speed of talking cannot be adjusted without going inside the machine; a rotary knob like the volume control would have been ideal. It is also a shame that it is so badly let down by its documentation. But intelligible speech direct from word-processed text at this price is a remarkable step forward.

Computer Concepts' *Speech ROM* embodies a quite different approach. The ROM is fitted internally, and speech sounds are programmed, using commands such as *UTTER and *VOICE. You can control pitch, stress, intonation and insert pauses. You can even *SING. The manual explains all this quite clearly, giving plenty of examples and a listing for a spelling tester program.

Programming a phrase involves a little practice in choosing the codes from a list of 20 vowel sounds and 24 consonants. Most of these bear some relation to phonetic spelling. For example, to speak the word "see" you would type *UTTER <1> S E. This compares very favourably with the 20-line machine code program you need to make the Cheetah Sweet Talker say "see"

You use * to mark the main stress of a phrase, and + as a secondary stress marker. Tones are specified by numbers within angle brackets. The example below speaks the name of a distinguished periodical with great panache.

***UTTER <1> T I M Z e D Y UH K + A SH UH N UH L S *u P L i M UH N T**

Nevertheless, using the *Speech ROM* obviously takes more time and skill than getting the Namal to speak – once you've overcome the initial obstacles. To assist editing, Computer Concepts have provided a speech editor as a delightful 15-line *Wordwise Plus* segment program. Using this, one teacher has already produced programs for teaching French with quite creditable pronunciation. The *SYNC command allows you to synchronize the use of speech with what the program presents on the screen.

For those who find this approach too technical, Computer Concepts are already demonstrating a text-to-speech ROM that parses each sentence before instructing the *Speech ROM* how to deliver it. (A complex 40-word sentence only takes half a second.) It interprets punctuation intelligently, automatically providing suitable intonation and pauses. Its quality and flexibility seem remarkable.

The speech extension ROM works only in conjunction with the *Speech ROM*, so you need two vacant ROM sockets. It will be available in January, at around £10 extra. Computer Concepts claim that this system – costing £50 or so – could be comparable with the famous Commodore Amiga.

Incidentally, although the *Speech ROM* works on the BBC B+, the Texas chip must be fitted in the left-hand of the two sockets, not the right as stated by the BBC B+ User Guide. Also, there is a wonderful demonstration disc (which, strangely enough, Computer Concepts don't seem to sell) that's a great help for any new user.

IT careers

Working in Information Technology: A Careers Pack
Audio cassette and booklet
British Telecom, 81 Newgate Street, London EC1.

British Telecom has produced this pack, which contains a 35-minute audiotape accompanied by MSC booklet, in an attempt to highlight careers in Information Technology. It is being issued to 7,500 schools.

Both booklet and tape suffer from not being absolutely clear about their intended level of audience. Sixth formers studying A levels will find the booklet section "Introducing IT" condescending. When asked, for example, what is meant by the term information technology, they are immediately told "This is where it gets complicated!"

Thankfully the bulk of the booklet consists of printed interviews with various IT workers who convincingly argue that IT *is* an interesting area to work in. And the (welcome) message is that girls succeed in IT too.

Teachers will find the section on education and training for working in IT quite interesting. For "professional technologists" at CSE or O level, computer science is part of a "good basis" . . . (if available)", whereas at A level the essentials are maths and physics "together with other subjects like computer science, craft, design and technology or chemistry". These should lead to a degree in "electrical or electronic engineering", mathematics, physics or computer science (*certain courses only*)".

Perhaps I'm wrong in thinking that to get home to many pupils a tape needs to be more Radio 1 than Radio 4; Maggie Philbin's linking interviews with various big wigs and some actual IT workers and students are very firmly in the Radio 4 mould. Once again, there are lots of women's voices.

Sir Kenneth Corfield of STC says he would like much more of his company's future IT staff needs to be provided by girls. British Telecom alone recruits 300 "high quality" graduates each year. Technicians are also needed. The rewards are high and minister John Butcher makes the point that attitudes have changed about the desirability (or not) of working in industry.

Mike Thorne

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You want books that are broad-ranging and accessible, and which cover all the key areas of computer studies. Then take a look at ***THE HUTCHINSON COMPUTER STUDIES SERIES***, an exciting range of titles designed for both classroom use and self-study.

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Send to: Sue Tomlinson, Hutchinson Education, 62-65 Chandos Place, London WC2N 4NW

Through the looking-glass

Graham Turnbull tries to distinguish between fantasy and reality in software reviews

Every time I reach for my copy of *Alice in Wonderland*, I am tempted to skip the start and launch straight into the fantasy sequence. Therein lies a problem. How would I appreciate the difference between reality and dream? And when I reached the end, would I know reality when it re-occurred? Certainly the BBC recognized this problem in their recent adaptation of *Alice in Wonderland* because each episode began with grey reality to set the scene and then coloured to the dream.

But what has all this fanciful nonsense about fantasy and reality got to do with software? Step into the looking-glass world for a moment.

Here is a new piece of educational software in the computer wonderland. It has a name on the box – SUPERHUNCHYWORDITEL + – sounds promising – and here's the review:

- Not exactly a program but more a kit to be used with a high level language.
- Papert said that the computer should become the modern "pencil" of the learner but this kit makes the computer the propelling pencil of the modern world.
- It is a content free program which allows dynamic verbal, arithmetic and artistic interaction.
- It costs £40 but has a 500 page colour booklet, contains 200 programs, comes in a nice box and will keep a pupil occupied at the keyboard for 57 days – so it is worth every penny.
- It incorporates all the best games software ideas and when I saw it on television being tested by 16-year-olds (although it's designed for six year olds) they gave it their approval.
- Three friends I have phoned really like it and use it themselves every day.
- So this is the piece of software for 1986 heading for my personal top ten.

Does the looking-glass reflect a nightmare or just an exaggerated reality and would you buy a piece of software based on this information? Before you answer, let me tell you that I have seen something similar to every one of these statements recently.

The lack of educationally relevant detail is hard to excuse. Where are the aims, the details of development, children's reactions and successes, details of curricular fit or even what the package actually does in a classroom? Yet many articles, reviews and blurbs on "educational" software demonstrate exactly the same worrying symptoms by concentrating on the hype rather than the reality.

With the DTI Software scheme now operational, we really cannot ignore this problem because we are being asked to choose software now; and sometimes that means it will be based on ridiculous, flimsy and occasionally downright fraudulent evaluation. The software may be educationally unworthy but a review may present a dreamy account which the teacher may legitimately mistake for rapture over high educational quality despite the lack of real justification.

On the other hand, this very lack of relevant information may make the teacher suspect the hype conceals a veritable wasteland while the software may be very good. Whatever permutation you choose, this lack of rigour in evaluations contained in reviews and articles tends to muddy the water and make informed choice virtually impossible.

Publishers are responsible for some of this but ironically they can also be the victims of rather peculiar reviews too. The most recent example of this was the "bad crit", 4mation received for their *Granny's Garden* and *Dragonworld*.

Both these packages enjoy great success in schools because they do address educational issues and contain a lot of relevant information, suggestions and materials. So much for reviews.

But surely he overstates the problem, many a sage reader will think. We have faced this problem in other guises for many years. How do we judge the texts which we purchase for schools? Don't we filter out the publisher's and reviewer's hype and evaluate the text ourselves by sending for a review copy? This model will not apply to software. Software publishers are notoriously chary about sending out review copies. Therefore, it is unlikely that, at every school, such direct evaluation can take place despite the fact that it is in the school where the software must perform successfully. When we consider texts, we base our evaluation on a large corpus of professional experience. That experience in software is not necessarily so widespread nor is it so fully developed.

Many of us are "naive" users who are just testing the water and so we rely on "expert" opinion. But these few real educational computing experts will admit that they cannot be jacks of all pedagogic trades. They cannot keep their finger on the pulse of computing, all school subjects and current practice.

I do not intend to condemn every writer on software. There are a number of very worthy articles which feature in admirable publications. However I do wish to sound the warning bell over the rather less rigorous material which is produced. I feel that we must take care that such techniques do not leak into all our articles.

To date, commercial pressure and technological change have combined to produce a headlong rush "forward". The white rabbit had been spotted and the chase has been on. The pop music "Top Forty" serves a similar function for the popular record industry but at least the "Top Forty" doesn't claim to tell us what is best in classical and jazz fields.

Is this type of popularity/sales assessment at all suitable for education? If we recognize that there is no best teaching method and no best text book for every class, it is hard to see how there can be a best piece of software. Similarly, the idea of "keeping-up" with technology can be treated with some suspicion. Teachers do want to know what is being developed in their field but it is hardly desirable or even realistic to choose software just because it is the "latest thing". We need to know how useful a package will be in school.

It is not my place, in this article, to say what is the best use of a computer in school. There are many who will proclaim the virtues of "content free" packages – a rather unfortunate term – which probably means software which is capable of many uses and not restricted to specific teaching points. There are those who favour "number-crunching" or "drill and practice". Others see the computer as a vehicle for educational change – a way of altering classroom practice. That is fine as long as a reviewer reveals his/her personal preference and reviews what each can or cannot do in the classroom and allows the teacher to be the final arbiter.

I know there will be many arguments about what educational information should be included and how time consuming all of this will be. Some packages will cause problems. If the publisher, reviewer or writer is truly interested in helping education, these problems will not be a deterrent. Just for the sake of argument, here are a few things I would like to know: the aims of the software and its target group, how it was developed and trialled, where it fits into current educational practice, practical classroom ramifications, pupil and teacher comments, whether the package "delivers" on its aims and an evaluation of those aims, the methodology employed, and an educational assessment of the associated activities and materials, including the handbook. "Fully comprehensive documentation" is dandy as long as it is not quicker to go on a course rather than trying to learn from the documentation.

The profession has great expertise in assessing the educational value of materials. Each teacher does this every day. But if we have to make choices based on weak information, I fear we may end up with cupboards of unused software. While we stand in front of the looking-glass we can still turn around and choose educational reality; but if we step through, the dream will dictate its terms.

" 'The question is,' said Humpty Dumpty 'which is to be master – that's all!' "

Graham Turnbull is Software Validation Officer for the Scottish Microelectronics Development Programme

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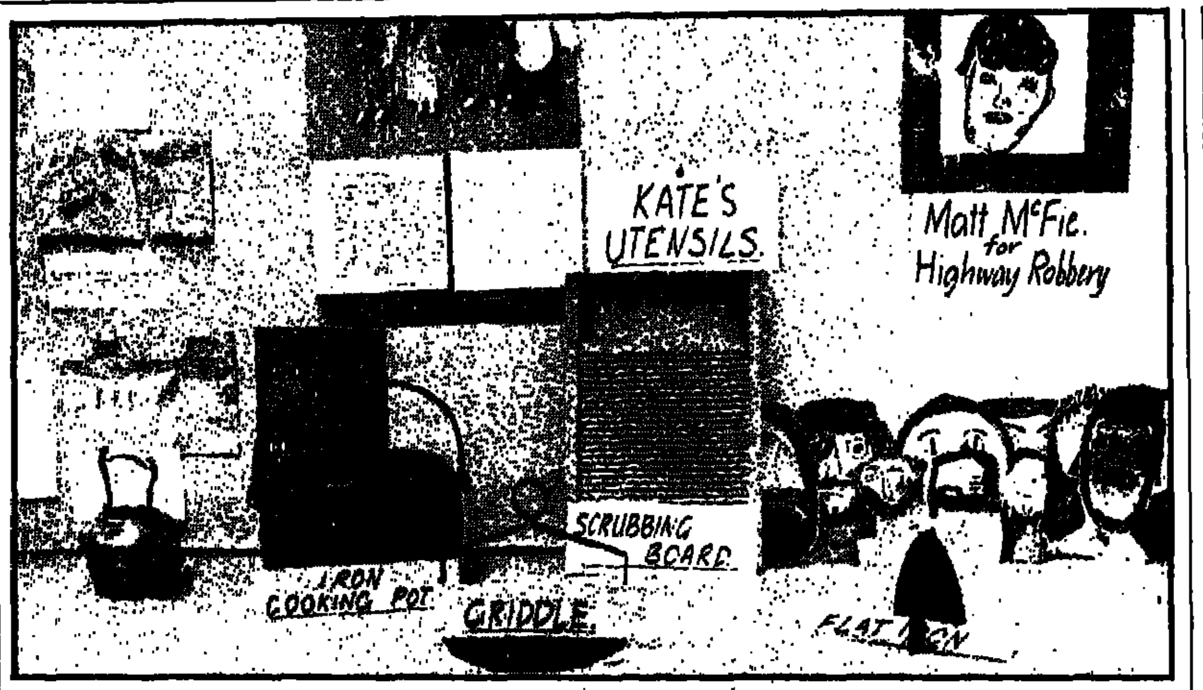

Crofters' tales

Jacquetta Megarry on a topic studies pack for primary children

Desperate Journey
Teacher's book with five software discs for BBC Micro, £35
Jordanhill College of Education, 76 Southbrae Drive, Glasgow G13 1PP.

Desperate Journey marks the arrival of a new genre in primary software. It is the first in a series of "Computer Assisted Topics" published by Jordanhill College of Education. It is a colourful, imaginative and profoundly child-orientated celebration of the power of topic studies. It sets a stage on which the computer plays an important role – but, for once, does not upstage the human actors.

The inspiration is Kathleen Fidler's classic novel. It tells the story of the *Desperate Journey* made by the Murray family, who were evicted from their Golspie croft to make way for sheep during the Highland clearances. The Murrays moved to Glasgow, only to find dismal living and working conditions. Finally they emigrated to the Red River Valley, near Lake Winnipeg. The journey features icebergs, typhoid and canoe portage, and on arrival there is the challenge of building log cabins and living off the land.

Selected passages from this splendid novel are interspersed with a rich variety of practical activities and computer programs for individual and group work. There are no dead historical facts, no inert ideas, but many problems for which children devise trial solutions that can be tested by observation and experiment. Above all, *Desperate Journey* breathes humanity and lively intellect on every page.

The original topic study was devised by Fred Rendell and has been field-tested in classrooms since 1977. His Jordanhill team's track record in working alongside teachers to improve primary education is well known by word of mouth in Scotland, but this is the first time that a Jordanhill topic study has been published. It deserves a wide readership.

Each activity clearly states its purpose, how the teacher should prepare, how the class is to be organized, what discussion points will emerge and what the outcome should be. These are suggestions, rather than prescriptions, but most teachers will find them invaluable, at least first time around. The liberal reproduction of pupils' work colourfully conveys what the topic is like in action.

The pack combines a concern for practicability with a regard for authentic primary sources. The credits include teachers in 12 schools (who piloted the topic), Glasgow Division of Strathclyde Regional Council (who seconded a teacher to the project for a year), a weaver from Darvel (whose expert knowledge informed the material on weaving), the City Archives in Winnipeg (for historical data) and Tricia Watterson's niece in Vancouver (for log cabin research).

Tricia Watterson is the project leader, and is mainly responsible for the 29 computer programs. They are linked by four strands interwoven with the storyline. The first concerns the location of the croft house, whereas the second follows the family's different dwelling places. Pupils compare the space allocation in the croft house with the Glasgow "single-end" and the Canadian log cabin. This leads to maths programs on area, fractions and scale.

The third strand follows the working life of the family as crofters, as dependents on their children's labour in a Glasgow factory and as settlers in the Red River Valley. Pupils compare hands and arms with tools and are drawn into the design of mechanical devices, water power and finally the steam engine. There is a somewhat unsatisfying simulation of a worker's day in a weaving factory and a very simple but pleasing opportunity to colour and design a tartan.

The fourth strand is developed by searching and comparing data files for *Quest*, the popular AUCBE database. The files supplied allow children to compare data from the 1851 census on Golspie and Glasgow with data on the Red River Valley in 1870.

The programs themselves are of varying standards; most use colour, sound (mercifully switchable) and animation, and all seem attractive.

The sophistication of the programming seems to improve as the topic progresses. They also vary in how firmly they are embedded into the storyline – in a couple of cases the links are tenuous. Some are familiar techniques (cloze, *Tray* and *Animal*), simply adapted to the context.

Lack of originality is not necessarily a criticism. The software's great merit lies rather in its appropriateness. The surprised delight of the boy who sees the Culmailie croft appearing on his screen stems from a recognition of the wall frieze that surrounds him – it would not be increased by high resolution graphics or novel programming tricks.

The pack is beautifully presented, with full colour on each of 140 attractive A4 pages. It includes game and map blanks for photocopying and a facsimile copy of an 1865 *Nor'-Wester*, a newspaper of the Red River settlement. The five well-packaged discs contain 29 programs and there is a keystrip and data files for use with *Quest*. (Schools without the *Quest* database software should buy it separately from AUCBE).

Each page is colour coded: blue for background information and text passages, green for activities and examples of pupils' work, red for programs. Although the programs are listed in the topic outline, it is hard to pick out the red pages. Furthermore, the disc labels don't show what each contains, and their copy protection prevents you from cataloguing them normally – you have to boot up the Menu to see what's there. A list of program titles with cross-reference to discs and book page numbers would have been helpful.

It is a pity that the book lacks any kind of index. Having supplied a rich treasure-chest of ideas, it would have been a small extra step to help teachers to locate material quickly, without having to flick through the pages in sequence.

Desperate Journey is intended for the upper primary years and supports work in language arts, expressive arts and maths as well as history/geography. Even at the rate of two or three afternoons a week, there is plentiful material here for a term's work.

The pack has just been followed by *Travelling Shop* for juniors, and *Fantasy Island* (for infants) is due in May. If the team can maintain their present standard, this trio should be top of the 1986 shopping list for BBC-based primary schools – with or without Department of Trade and Industry assistance.

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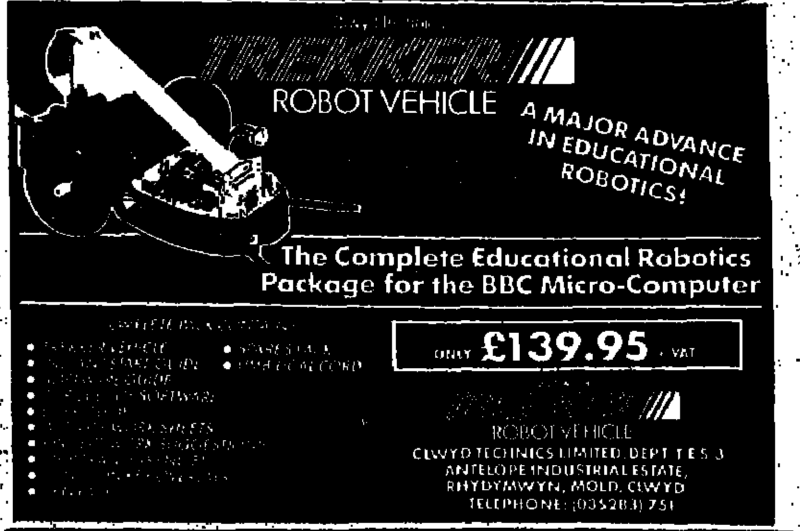

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Text-based treatment

Alan Vincent on O level science programs

Letts Revision Software: Chemistry; Physics
Cassettes for BBC Model B or Electron, £11.50 each
Charles Letts & Co, Diary House, Borough Road, London SE1 1DW.

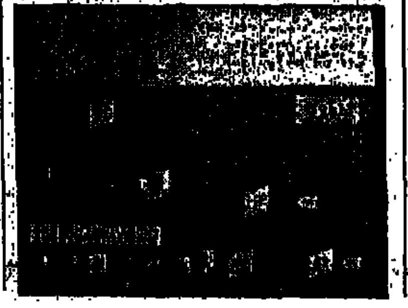
Each of these packs comes in a sturdy plastic container holding two tapes and an instruction booklet. The tapes contain a total of 10 substantial computer programs and as such represent very good value for money.

The *Chemistry* pack covers topics suitable for the O level syllabus, including atomic structure and bonding, the Periodic Table, formulae and equations, apparatus for gas preparations and organic chemistry. The *Physics* pack is similarly broad, including radioactivity, electricity, heat, motion and light. The programs are straightforward to load, easy to use, colourful and, above all, crashproof.

The topics are covered in different ways. The Periodic Table is revised by a number of options selected from a menu, requiring the user to place a given element in its correct position, to state the element to be found in a given position or to place an element, given its atomic number or electron configuration. Atomic structure, by contrast, is covered by a "fill in the blanks" exercise in a number of 130-word passages.

"Deduce" is one of the most enjoyable of the chemistry programs. It presents a single clue, such as "grey solid which liberates a gas with dilute hydrochloric acid", and asks the user to supply an answer or request another clue. Up to four clues are given, after which the computer supplies the answer.

Two programs revise the apparatus used in simple gas preparations. These are masterpieces of programming which hold different parts of the apparatus in different squares. The user shuffles them around and, in effect, works out a jigsaw puzzle to assemble the correct apparatus.



A program on the equations of motion shows two coloured cars moving with different accelerations and plots graphs of their progress. A table of values of s, a, u, v and t is then shown with one value changing slowly. The user simply has to press RETURN when the correct value is displayed.

The main limitations of these programs stem from factors inherent in a microcomputer programmed in BASIC. The text-based treatments need a response from the user which is exactly the one programmed. This, unfortunately, is not always consistent. Thus "iron sulphide" was not accepted as a correct answer when "iron (II) sulphide" was required, but "zinc (II) sulphate" was unacceptable as an alternative to "zinc sulphate".

The programs are only available on tape with its slow loading time and, since each one consists of a number of parts linked together, transfer to disc is either difficult or impossible.

In this set of materials a number of topics have been put into computer program format which are not suitable for it. If the format had been chosen to suit the topic, the result would have been less artificial. There are, however, some useful programs in the set and the price would justify purchase even just for those.

EXTRA

DIY health

In order to promote the use of computers in schools' biology laboratories, the Microelectronics Education Programme in Wales is piloting a DIY health monitoring package.

Designed for 13 to 18-year-old pupils, the scheme is being piloted in six Welsh secondary schools this term. Programmed to run on a BBC Micro, the MEP-devisd software gives pupils an opportunity to rate their own fitness levels by assessing their pulse rate, heartbeat and oxygen intake.

Pulse rate and pressure will be measured via a sensor taped to pupils' fingers. Youngsters participate while at rest and after an exercise session, so that the pulse rate increase on movement can be calculated and subsequently illustrated in graph form.

ECG hardware is also contained in the package but, unlike its hospital equivalent, it runs on a battery rather than mains electricity. This is to ensure that the pupils will not get an electric shock even if they disregard laboratory safety rules. Electrodes tied to pupils' wrists are connected to the battery-controlled ECG box. The information collated is then transmitted via an infra-red beam to the computer, enabling pupils to watch their hearts beat. Again, they test themselves before and after vigorous movement.

Exercise can be seen affecting the respiratory system. The volume of air inhaled per minute is calculated by the computer, and pupils see their breathing quicken as they move. Temperature can similarly be measured and increases noted via a probe placed under the armpit.

Prototypes of the sensors and other hardware developed for the project are being manufactured by Education Electronics of Leighton Buzzard, and it's anticipated that the entire package will become commercially available later this year. And for schools running courses in electronics, the hardware may be supplied in kit form for the pupils themselves to assemble.

Iola Smith

Magical mystery tour

John Bald on a selection of charms, potions and adventures for children

Merlin's Magical Shop
BBC Micro and RML 380Z
£25 for disc and support pack
GSN Educational Software,
214 Stamford Street, Ashton under Lyne, Lancashire OL5 7LT.
The Last Adventure
Disc £17.95; Econet version £34.95
LTS (Learning and Training Systems), Haydon House, Alcester Road, Studley, Warwickshire B80 7AP.

Merlin's Magical Shop contains a selection of charms, potions and magical accessories which groups of children purchase for use on a variety of quests and adventures. It also acts as a clearing house for any treasures they may bring back and as a recording system which helps the teacher to keep track of their work.

The program, however, is not a simulation. Once the children have selected their equipment and set off on their task, they are guided by their own imaginations and by their teacher rather than by the machine. The teacher also determines the criteria for success and controls the allocation of credit points leading to the eventual award of "Merlin's Hat".

The program's 20 missions, each of which could lead to a substantial piece of work, are not limited to the Arthurian legend, but include "Find the Tree of all Wisdom", "Discover the Ancient Tomb of Rameses" and "Travel through History in a Time Machine".

The topics are supported by a carefully-differentiated series of magical aids, which provide plenty of source

material for stories. There are bonuses for co-operation within groups, but the position of individual members is protected by leaving them in control of their own money. Merlin's bank has its own decimal currency system and gives interest on deposits, although credits are more easily earned by doing things than by saving up.

Merlin's Magical Shop takes a little time to understand at first. The manual, however, is very clearly written, and once the program is in operation, the fact that its use is confined to setting up and recording missions should limit its demands on computer time. Teachers whose work takes them to the interesting areas it covers, could well find this program to be an enjoyable teaching resource and a useful aid to classroom organization.

The Last Adventure is also quite a complex program, but offers exciting opportunities for pupils to write their own illustrated adventure games and simulations using the concept keyboard.

The program requires the user to devise a series of up to 16 problems and to link them so that they form a coherent whole, for example by requiring certain problems to be solved before others may be attempted. In practice this is less prohibitive than it might appear, and the authors' example, a fantasy quest for a missing "Crystal Key", comes with a sequel written by a group of 12-year-old children in roughly three hours.

The problems were originally intended to be broadly mathematical, but the scope of both these adventures also includes precise and imaginative writing, graphic design and logical thought. The only snag I found – in the authors' example, not the children's – was a correct answer which was refused because it did not use the required form of words. This was infuriating, as it prevented further progress, but is the kind of problem which will quickly be detected when children try out each other's games.

The clear and comprehensive documentation includes a case study, based in middle and secondary schools, which presents a detailed analysis of the effects on children's thinking of having to set clear and demanding problems within a specified format. Overall, *The Last Adventure* is a versatile and attractive piece of software, which could well have a much broader range of applications than adventure games. It should be very useful to computer clubs and schools well equipped with computers.

bits

BRIEFINGS
The Special Needs Software Centre of the Microelectronics Education Programme has published a series of "Briefings" on computer-related topics. These include suggestions for "core libraries" of software in certain areas, for example developing writing skills, information handling or developing "links with the real world". Other areas include Logo/turtle graphics, adventure programs and simulations, art, design and music. Up to about 20 programs are recommended in each field.

The "Briefings" are edited by the MEP Special Needs Software Centre based at Manchester Polytechnic, Hathersage Road, Manchester M13 0JA.

A-LEVEL CHOICE
To help students select their A levels and see the consequences of their choice, the Careers Research Advisory Centre has developed a new package in the "Careers on Computer" series.

"Choosing and Using Your A-Level Subjects" is a computer program which matches 62 A-level subjects to 200 careers. Students can find out which A-level subjects are required, preferred or useful for certain careers and particular courses in further and higher education.

The package consists of a BBC Model B disc, tutor's notes, 10 students' workbooks, plus one copy of "Your Choice of A Levels". It costs £45 + £4.90 p&p.

Further information from Hobsons Ltd, Bateman Street, Cambridge.

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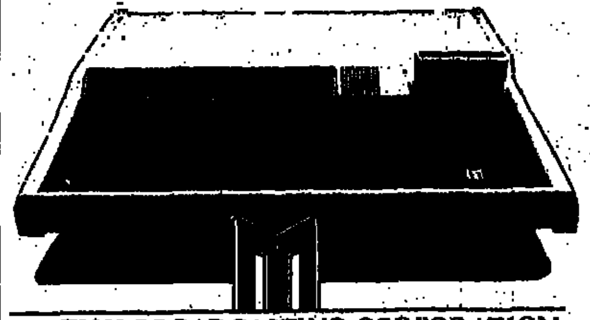
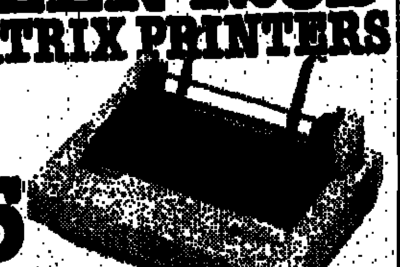




EXTRA

STOP & PLAY

Clive Opie and Jerry Wellington try out the BBC's new Computer Synchronized Audio programs

COMPUTER SYNCHRONIZED AUDIO
Uniform Motion
Computers at Work
The Mole Concept
Discs for BBC Micro, £19.95 each
BBC Soft, BBC Publications,
PO Box 234, London SE1 3TH.

All three packages in this review involve the technique of Computer Synchronized Audio (CSA), which has been introduced by BBC School Radio. This involves a voice-track (played on an audio cassette) and synchronized computer software, in this case in the form of a disc for the BBC Micro. No connector is needed between micro and cassette player – the necessary STOP and PLAY controls on the recorder are carried out by human hand.

The disc, cassette and booklet of *Uniform Motion* provide a useful revision package for the serious O-level Physics candidate (or in future top-range GCSE candidate), but for one glaring mistake in the program.

The mistake occurs early on. Great pains are taken to distinguish the concepts of "speed" and "velocity". The audiotape and the screen presentation then go on to define velocity as "distance travelled" over time taken. Later in the program, this mistake is reinforced by using velocity-time graphs to calculate the distance travelled by a car.

Why does the program bother to distinguish the concepts of "speed" and "velocity" if the underlying concepts of "distance" and "displacement" are not also made clear? It is astonishing that when reviewing software the publishers do not employ an independent proof reader or assessor to check a program with the same rigour and caution as they would a school textbook. If an exam candidate were to use the BBC definition of velocity suggested in this package, he or she would lose marks.

The mistake is unfortunate, because otherwise the package is interesting, well presented both visually and aurally, and fun to use. Its pace is far too fast for use as an initial teaching package, but would be ideal as a revision aid. In actually deriving the equations of motion, it may go beyond future syllabuses for first examinations, but the derivation will certainly help students to understand and use the equations.

Finally, two small criticisms are worth noting. One car used to show uniform motion is described as "Noddy's car" – greeted with laughter, hoots and heckles by 15 to 16-year-olds. More seriously, the colourful, exciting flashy car presented in the first frame is said to accelerate from 0 to 60 miles per hour in 8.5 seconds. In the next frame, the user is told that acceleration is measured in units of metres per second per second (ms^{-2}).

Charges of inadequate independent assessment and incautious proof reading can also be levelled at *The Mole Concept*. This program is in three parts. The first starts with the statement that a mole is a number, "an astronomically huge amount", and that the reason we need think about it is that we have to look at things which are "infinitesimally small – atoms". Is there really any need for such ostentatious language?

It then proceeds to introduce the structure of atoms with helium, hydrogen, carbon and oxygen being cited as examples. Finally, it introduces the term molecule, and a calculation of the mass of a water molecule is carried out. Apart from being too long, this part is reasonably well presented.

Part two begins by making life difficult when it states that you could define a mole as "the number of atoms of hydrogen in one gram of hydrogen" but this, for reasons not disclosed, is not the case and the mole is actually defined as "the number of atoms of carbon12 in 12 grams of carbon12". Why not simply stick to carbon12 and be done with it?

It is now that the software goes rapidly down hill. After working out the mass of a mole of water, the program dives straight into a chemical reaction between sodium hydroxide and hydrochloric acid. The intention is to look at balancing the equation for the reaction with a view to working out the quantities of molar reactants needed. However, it was the view of the teachers and students alike, that this work is totally out of context.

> 'We both feel that the method of Computer Synchronized Audio has potential in providing worthwhile learning. The combination of watching, listening and having to press the right keys and controls at the right time keeps the user alert and could certainly be described as interactive'

Added to this, it is unforgivable in a piece of science software that the definition of a molecule, which is acceptably given as "a combination of atoms", is then so blatantly misused. This is doing a disservice to teachers who have painstakingly taught the difference between molecular and ionic substances. It might also be making a mockery of the intelligence of most students (especially those at whom this software is apparently aimed), when they talk about a "loose sodium part" and a "loose chlorine part", when talking of sodium and chloride ions in water.

The third part of *The Mole Concept* (which can be run separately if so wished) simulates a titration. Teachers and pupils were rather scathing about this section. The graphics and procedure for "doing the titration" are not very motivating and, as the main emphasis is on the calculation, why is so much time spent on the simulated practical element?

Finally, and this is a general criticism, does anybody producing software ever take the time to see if anything is already on the market, which suitably covers the area they intend to develop? As an example, System Software has a package called *Titration*. This covers a range of calculations for titrations and allows users to put in their own "practical" results. This package alone supercedes the need for section three of *The Mole Concept*.

Computers at Work is aimed at providing the user with an insight into the uses of computers in "the real world" of wordprocessors, information handlers and control systems (robotics). The software is in three parts. Only the first of these uses the medium of Computer Synchronized Audio.

The "Work Game" title appears to be rather misleading, as this part of the software is in two sections which look at robotics and the operations of a wordprocessor, neither of which would seem to constitute a game.

The CSA discussion of what wordprocessing is and its visual presentation has been extremely well produced. Not only is a very lucid explanation provided of what a wordprocessor can do, but users are actually allowed to experience some of its capabilities.

This exercise, however, has an unfortunate outcome. Obviously the software "knows" what the correct greeting should look like and if you do not get it right (perhaps because you have been having fun playing with the text), it tells you so. This seems to suggest that wordprocessors have some sort of artificial intelligence which in reality they do not. On the whole, though, the section is ideal for an introduction to wordprocessing.

"Database" endeavours to introduce the concept of a database by allowing you to build up your own file of data and then to interrogate it.

Unfortunately, "Database" does not match the quality of "Wordprocessing". At most stages far too much information is presented on the screen at once, making it difficult to understand what to do next. The setting up of the file of data, although reasonably straightforward, could be a lot more friendly, eg letting you know which record you are on as you build up the file. Added to this, interrogation of the file seems to be inordinately cumbersome. Simply discussing the role of computer databases and using a database package would be far preferable. There are now on the market several acceptable database packages and a recent production of *Find* (from the Doncaster MEP Regional Centre) is simplicity itself to use.

Finally, "Robot" allows you to move a robot around a kitchen. Your objective is to use the robot successfully to pick up and deliver dirty plates to a dishwasher; then, once washed, to stack these plates in a cupboard. The program is reasonably well designed and uses a LOGO-type language to achieve the operation of the robot. The commands are easy to use and are satisfactorily explained in the accompanying booklet. Procedures are also available for use.

"Robot" has been well produced and is a worthwhile introduction to robotics, before moving on to programming Big Trak or using Logo. But why can't we load the dishwasher up with more than one plate, or store more than one plate in a cupboard space? It seems a very inefficient dishwasher and use of cupboard space.

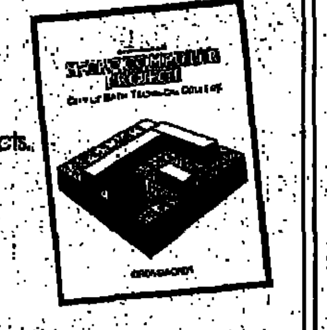
Although we have been critical of aspects of content in the above three packages (particularly *The Mole Concept*), we both feel that the method of Computer Synchronized Audio has potential in providing worthwhile learning. The combination of watching, listening and having to press the right keys and controls at the right time keeps the user alert and could certainly be described as "interactive". The idea and the practice of CSA is worth exploring and studying further.

Staff and pupils of King Ecgbert School, Sheffield, co-operated in this review.

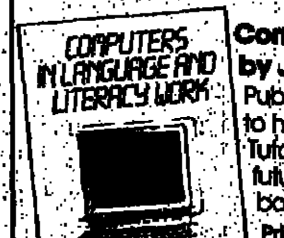
Computers & Basic Education

Seven Computer Programs for use in basic education

This software is suitable for use on the BBC microcomputer Model B and there are seven programs on a variety of subjects.
Programs focus on Gas Meters and Bills, Rates, Telling the Time, Punctuation, Spelling (2 disks), Crosswords (2 disks) and the 24-hour clock and Timetables.



Price: £7.00 each double disk (postage 35p)
£5.00 each single disk (postage 35p)
£34.00 complete set of 7 (saving £5.00) (postage £2.00)



Computers in Language and Literacy Work by Janet Leonard

Published jointly with the ILEA, this handbook aims to help ESL and Basic Education Organisers and Tutors by surveying software and considering future developments. It is also a straightforward book for the non-expert.

Price: £2.50 (plus postage 50p)

Copies of these publications are available from The Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA. Tel: 01-405 4017.

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Trouble free

Library
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RESOURCE, Exeter Road, Doncaster DN2 4PY.

It's a constant surprise to me how meagre is the supply of trouble-free software for school librarians using school micros. There are complex programs for simple micros and simple programs for complex micros – but somehow no one's yet achieved a sensible medium. Until one can automate the horrific chore of entering bibliographic data into the file, to computerize a library must remain a massive undertaking anyway.

This particular package is very simple, very effective, very nice, and designed for primary school use. And it runs on the BBC Micro (and newer Acorns). It's a good fixed-format database, able to cope with 1,000 records (and already includes a couple of hundred books). The data lines (fields) are title, publisher, minimum age, topic code and key(s) – very simple.

Simple too is the database management, with everything in upper case. You can scan the records, but only from the first one; add a record, but need to know a vacant number to put it in; change a record, but must re-type the whole entry, not just the offending line; look at an individual record, but only if you know its number; and search by up to three strings (which don't need just to be keys). You can also take print-outs.

The little booklet that comes with the disc gives a suggested list of about 70 keywords. You can of course modify it or devise your own list, but users must have access to the topics and you mustn't change your criteria over the months.

This program does have its limitations, but they don't detract from its delight and dedicated BASIC programmers will be able to get round them all.

Eric Deeson

Bingo!

New Game
Play and Read Series
40-or 80-track discs for the BBC B
Price £28.75 + £1.20p + p
Prisma Software, 29 St James Avenue, Upton Heath, Chester CH2 1NB.

New Game is the first of four packages in the "Play and Read" series. It is described as "a revolutionary new computer assisted learning aid" and contains two discs, five reading booklets, an audiocassette and a set of bingo cards. It is intended for complete beginners and the package introduces 216 words from McNally and Murray's Graded Vocabulary word list list.

Initially, the child listens to a story introduction on the cassette, which is synchronized to be used in conjunction with the first disc. The child can then play the reading game on the second disc before going on to read the booklets, which must only be read once the words have been learnt. Five separate reading games, each with five difficulty levels, are included to correspond to the colour-coded booklets.

This package relies firmly on a "breakdown in to sub-skills" approach to the reading process and, although the underlying emphasis is supposed to be that reading is fun, the message coming across to the child in statements such as "It's very hard to read" is that reading is a very difficult process.

The four introductory black and white booklets are of a very poor quality and are full of inconsistencies, lacking capital letters and full stops, but including question marks and commas, while the main booklet, still without capital letters, includes items such as speech marks and colons. It is even worse when you consider that these booklets are the "reward" for successfully completing the computer programs.

Teachers, reading experts and parents all agreed that they wouldn't want children to begin reading with this kind of material. Even the cassette, spoken by Patricia Hayes, is patronizing in its tone.

While the idea of an integrated approach to reading is worthwhile, this package doesn't illustrate the best way to do it. The computer program in itself is not too bad, though it could be more user friendly, especially if it were menu-driven. As it stands, it is typical of the high street software produced for home use and cannot be recommended educationally. It is also very expensive for what it offers.

If there are to be follow-up packages in the series, it is hoped that they will be re-thought from the educational perspective, the book materials improved greatly and the price reduced to a more realistic level.

Pauline Bleach

EXTRA

Fishy business

Jackie Hardie on three packs for extending the primary curriculum

The Sea
For BBC Model B, B+ and Master
Pack of four programs on disc or cassette £35+VAT; individual programs £12+VAT (disc) or £10+VAT (cassette)
Fernleaf Educational Software, Fernleaf House, 31 Old West Road, Gravesend, DA11 OLH.
The First Collection
Six programs for BBC/Electron
Complete pack on disc £12+VAT; individual programs on cassette £3+VAT
British Educational Software Supplies, Ellesmere House, Keyingham, Hull HU12 9SP.
Grass
For BBC, 480Z, Nimbus £25+VAT or available on l.e.a. licence.
Newman Software, Newman College, Bartley Green, Birmingham B32 3NT.

These three packs are aimed at the primary sector. In the first, Fernleaf Educational Software have put together a suite of programs which, they claim, can not only be integrated into the curriculum of the primary school but also extend it. They should help children to develop thinking skills by encouraging them to make decisions, form and test hypotheses and solve problems.

The final program, *Thornsea*, looks at the sea as a food source. The children have to consider how a fishing company operates to make profit and stay in business. Again, there are many variables to consider, such as the siting of fishing grounds, the opening times of the fish market, and the fishing hours.

The graphics and menu of all the programs are clear and the instructions easy to follow. The accompanying work sheets and record sheets are straightforward. All are aimed at top junior children, but only the ablest ones will be able to cope and they will need several attempts to familiarize themselves with all the activities.

First Collection contains six programs, which cover areas of primary mathematics such as the numbers 1–10, addition of abstract numerals, odd and even, multiplication and bearings. The graphics are bright and clear and all the programs are easy to use. The teaching notes recommend that a teacher read the accompanying instruction cards to children so that a meaningful context can be established for the exercises. So none should present any problems. In one program, *Swallows*, they have to count the birds on a telephone wire. Accuracy and speed are instantly rewarded by a flag being hoisted up a pole.

Grass, developed by Newman College, is an acronym for Graphics, Searching and Sorting. It comes with a 38-page handbook. Any teacher not familiar with information retrieval systems would have to start on page 20, "for first time users". Here instructions are clear and explicit and must be read before the program is used.

The files provided in the pack are on "Insects", "Ponds", "Monarchs", "Birds" and "Volcanoes". The menu is clear and the question-answer procedure is easier for primary children to use than that of *Quest*. Interesting examples are given. Consider "Birds"; the data was collected by children as a result of observation and acquisition.

The file is said to consist mainly of common British birds, but when you see puffin, penguin and golden eagle in a list compiled by Birmingham children, you wonder how much of it was constructed from observation! This is a useful information – handling package.

A touch sensitive

Tandy Electronic Book
BBC B (Disc or Cassette)
Tandy Electronic Book £15.50 + VAT; BBC Micro Interface Lead £5.50 + VAT; Enabling Program £12.95 + VAT; Set of Blank Overlays + Stencil £1.25 + VAT; Complete Package £31.95 + VAT.
Daco Software, 59 Mackenzie Road, Birmingham B11 4EP.

The Tandy Electronic Book is similar in design to an A4 plastic ring binder. Tandy's "Book", however, has 12 pressure pads (unlike the Concept Keyboard's 128 touch sensitive areas) which are used with overlays created by the teacher or parent. Once programmed, the book is used by the child in place of the computer's QWERTY keyboard. This makes it a useful device for children with motor coordination problems and the very young child in the nursery or home.

The Daco Enabling Program has been designed for use with the BBC microcomputer and the Tandy Electronic Book. It comprises two discs with a comprehensive instruction manual in a hard plastic folder. The system disc allows teachers or parents to create, save, load, delete, and edit programs. The second disc is used to store the menu of programs (up to 24), made using the first disc.

Two types of programs can be made using this software. The first allows the teacher or parent to decide what will appear on the screen when any of the 12 pads is pressed. Only text screens can be made but there are a number of options available to the teacher. These include double or single height, coloured text and a printed copy of the screen display for the teacher's records. (No print-out option is available when the child uses the program.)

The second type of program is a little more useful and offers extra options. These include sound, and the programming of "right" and "wrong" messages in response to pad depressions by the child. With this type of program the child has to respond to the screen display.

It proved difficult to assess its potential in the classroom because of its many limitations and the amount of time it takes to make both the overlays and program the pads. For example, when entering the text for a screen display the teacher must decide exactly where the text is to start. This is done by using the BBC's arrow keys. Once this position is chosen, the arrow keys become inoperable and the only way to move the cursor is with the space bar and delete keys. This is very annoying if a mistake has been made near the beginning of text when you have almost completed an entry. Everything must be deleted up to the mistake.

The program lacks the facility for the child to build sentences, as each screen display is cleared every time a pad is pressed. The lack of a print option at the user stage means the child has no record of work. The book uses American A4 size paper or card, which means cutting one's own paper, and the holes for the ring binder must be carefully punched and strengthened to avoid movement of the overlay.

I trialled the package in a special school where I felt it might have a useful role. However, most of the teachers who used it found it lacking. The Daco software was clumsy – it could, however, be improved by including a sentence maker option, a print-out option for the child and an improved editor.

It remains to be seen if future software will enhance the book's current limitations to raise it to the level of being a useful addition to a school's computer resources.

Chris Drage

Local areas

Jacquetta Megarry on census data for primary to postgraduate

Census Data Pack
Howard Midgley, Eric Tannenbaum, Nigel Walford and David Walker
Software pack (two 40-track discs for BBC Micro, three discs for RML)
£19.95
ESRC Data Archive, University of Essex, Wivenhoe Park, Colchester CO4 3SQ.

Historians have been using census data for research and teaching for many years. Detailed returns are available for study after 100 years (50 years in Ulster), and they make a rich and fascinating source of information, allowing pupils to trace the fate of individuals. Recent censuses are more difficult to use in teaching because of confidentiality: the information is published only as totals for areas.

Until recently, data was generally available only at the level of local authority districts; buying more detailed information was well beyond the budget of schools. Recently the ESRC negotiated with official bodies for these "small area statistics" to be made available free for teaching and research. For two years, universities have been using this material through their regional computer network, but schools still had no access.

Now funding from the Microelectronics Education Programme has allowed the ESRC Data Archive Unit, in conjunction with the Geography Department at Loughborough University, to produce this package for BBC and RML micros. Used in conjunction with a database package such as *Quest* or *Inform*, pupils can now explore small area statistics without the tedium of searching through tables.

Each pack contains eight data files. Seven are standard, and contain 70 variables related to major social, demographic and economic features in selected areas that reflect Britain in the 1980s. The eighth file is specified by the purchaser, and enables pupils to compare their local area with Aberdeen, Ashford, Dwyfor, Newcastle, Newham, North Norfolk and Sutton. Additional data files can be ordered at £5 each.

The standard files are accompanied by maps that enable the user to compare one ward with another and to locate wards that are distinctive in ways such as age structure or unemployment. Users can also compare the data on a regional basis by moving between files.

The data was designed to be searched on large mainframes, and a microcomputer version inevitably imposes some limitations. There is not enough memory, and *Quest* and *Inform* will not handle all 70 variables for 40 or so wards for each district. The package includes a small BASIC routine to select up to 16 variables for each district at a time. Together with key information about the area, this is then written to a file in a form that *Quest* or *Inform* can handle. This is tedious and takes several minutes. The user must make careful notes, since the variables are only referred to by a number code when in *Quest*.

The next generation of hardware will allow friendlier and more visual methods of searching and displaying census data. In the meantime, this package lets students explore contemporary human geography in a way that has not been possible before. It lacks visual appeal (no colour or graphics) and in some ways the package seems dated. Pupils are expected to make notes of action taken, to handle disc files a lot, and to refer both to the handbook and to relevant maps while using the system.

However, by allowing a school microcomputer to search and process the 1981 census data, this package represents an important breakthrough. It is extremely good value for money and can be used with students at all stages from upper primary to postgraduate.

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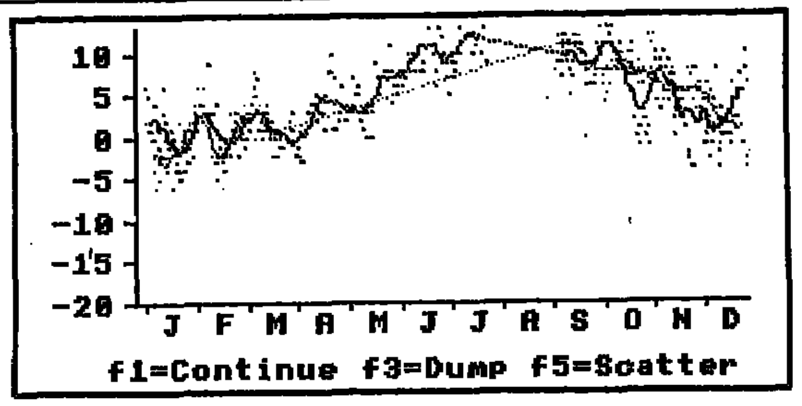

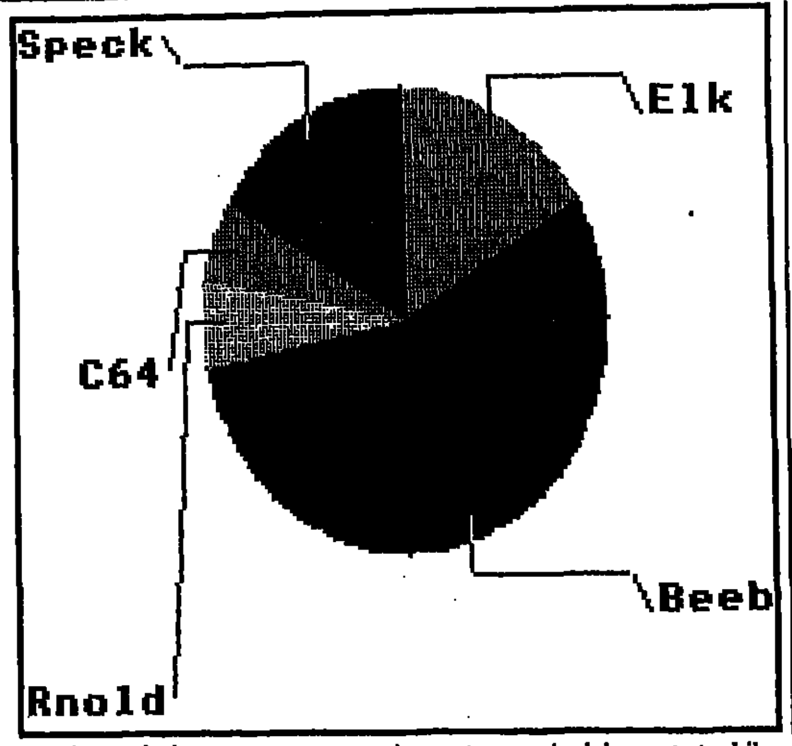

Fingers in the pie

Eric Deeson on what the software houses are producing for science classes

Logic Gates
Cassette for Electron/BBC £10; disc for BBC £12
Sound
Disc for BBC Micro £12
AVP Computing, Hocker Hill House, Chepstow, Gwent NP6 5ER.
Electromagnetic Spectrum
Disc for BBC Micro £14.96
Electronics in Action
Disc for BBC Micro £14.96
BBC Publications, 35 Marylebone High Street, London W1M 4AA.

Biology
Cassette for Amstrad CPC464/664 £13.49
Physics
Cassette for Commodore 64 £13.49
Pan Books, Cavaye Place, London SW10 9PG.
Which Flower?
Cassette for Spectrum £9.95
Display Data; Weather Studies
Discs for BBC Micro £15.95 each
RESOURCE, Exeter Road, Doncaster DN2 4PY.
Elasticity
Disc for BBC Micro £9.57
Shell Education, c/o Hobson's, Bateman Street, Cambridge CB2 1LZ.
Crystal Structure
Disc for BBC Micro £9.75
York Science Education Group, Chemistry Department, The University, York YO1 5DD.

Ever since the educational computing bandwagon really started rolling half a decade ago, it's been impossible to say how micros are being used, and how much. A recent article claimed that the rate of appearance of new titles has dropped markedly in the last few months. Here we look at some of the new titles in science that reached *The TES* in the autumn; one can conclude as much from their number as from any other data.

AVP Computing is a new name on the learning software scene, one well known for audio-visual publications. They have just issued great catalogues of third-party software published in uniform format. Over 250 secondary science titles are in it, including *Logic Gates* and *Sound*.

Logic Gates is sometimes laborious and picky. Its cramped screens and hasty documentation add to the novice's problems. All the same, teachers in a wide range of contexts will find a lot of interest and should persevere with the learning curve.

The program simulates the building of various logic circuits on breadboards and provides reference "truth tables". It's a pity that the author decided to use Mode 5 for all the displays – it's often far from suitable. Also inputs aren't properly checked.

Sound, though by the same author, is much better on screen. It's less complex and the paper notes are simpler. All the same these are too sketchy; many non-specialist teachers would find them totally inadequate. Part one is a pleasant little animated teaching sequence, that suffers from some small problems and a bug that makes some parts inaccessible. Then there's a nice tone generator/explorer section, and a whole series of superb and generally valid ripple tank simulations.

Physics is also the field in which two new BBC Publications packs campaign, both part of the *Science Topics* series. *Electromagnetic Spectrum* is the first physics adventure game I've come across. The quest is in three parts – a search of the Solar System (much fun but not much physics or intellect needed); telecommunication without proper radio; and analysis.

This is a brave, unusual program, and fun to run. It's very good, but like all adventures takes time. Will mid-secondary teachers be able to afford that time?

Electronics in Action is totally different – a hard work program that will fit into many contexts in science, technology and computing, but in each case will need a lot of teacher thought. Here one can simulate in detail the operation of a robot arm, a water tank or kettle (including programming in assembler); or set up and model one's own systems in a similar way. Another very novel package.

A number of publishers have recently stumbled on the idea of packing a tape of drill programs in with an existing revision book. Pan have several, including *Biology*, with Amstrad software, and *Physics* for the Commodore. (There are also Electron/BBC and Spectrum versions.).

As well as the book, each pack contains two cassettes, loading instructions, and a booklet of "diagnostic" objective tests for computer marking. The diagnostic tests, which are half the software provided, are surprisingly thorough. They make these packages significantly different from the competitors.

RESOURCE is a consortium of l.e.a.s determined to rescue something from the execution of South Yorkshire and Humberside region of the Microelectronics Education Programme. While the presentation of their material leaves something to be desired, and is not a "commercial" product, the initiative is welcome, as the three programs received demonstrate. Like Pan, they're happy to support non-BBC hardware – *Which Flower?* is for the Spectrum (though supplied on cassette rather than microdrive). Aimed at top juniors but valid for higher too, this is a versatile botany database, whose use is not restrictive.

Display Data, for the BBC Micro, is also a nice primary program of value over a very wide range. It includes reference material on bar charts, pies and windroses and allows pupils to obtain such graphical representation of their own data in two ways. The print-out feature is very effective too. Overall – well designed, but skimpy notes.

RESOURCE's third title is also for the BBC Micro, and is, for some reason, bundled in with *Display Data*. It's as widely applicable and comes with an excellent guide. *Weather Studies* has two parts – a database and a sophisticated graphics display system. Two datafiles are included – eight variables recorded at Wadsworth School over a 12-month period. Delightful.

It's not easy to describe Shell Education's package on *Elasticity*. The BBC disc presents a suite of programs that, with the accompanying booklets, make a brave attempt at simulating aspects of the work of a marine engineer. Reckoned to take an Advanced Level physicist three hours, the package provides "a form of 'industrial experience' which . . . a sixth former could never undertake in real life". It's interesting how many simulations there are in this collection (including that adventure).

Another new software house is the University of York Science Education Group. Their *Crystal Structure* package is the first mention here of chemistry. With some lovely graphics the program offers a total of 24 sequences of work. These range from X-ray crystallography, through crystal systems, to the Born-Haber cycle. There is lovely material here, and the three accompanying booklets make the whole highly appealing.

One can't say much about so many versatile science software packages in a short review, but the range of material (albeit mostly physics) must be applauded, and its overall quality compared to what one faced half a decade ago.

Easy writer

My Word
South Yorkshire and Humberside Microelectronics Education Programme
BBC 40-track disc. £9.95 + 50p p&p.
RESOURCE, Exeter Road, Off Coventry Grove, Doncaster DN2 4PY.
To School Carefully
Make it Safe
Humberside County Council
Both programs on disc or cassette £17+VAT; individual programs £10+VAT
Fernleaf Educational Software, 31 Old Road West, Gravesend, Kent DA11

My Word is designed to help children create stories without the limitations of pen and pencil. It is thus particularly suitable for pupils with co-ordination problems, though it has clear applications for young children in the ordinary infant or junior classroom and possibly for remedial groups in secondary.

The program has a store of 300 words in 26 alphabetically-arranged lists. The child writes his story on the screen, choosing words from the lists as he goes. There is a facility for the teacher to add words on a spare page. Extra material – word lists, stories, topic pages – can be saved on disc.

Within its limitations – which are clearly set out in the handbook – this is a useful classroom tool. One of the strengths of the computer is that it can, at a stroke, remove many of the causes of tension and sense of failure which surround the less able pupil. Here the young story writer can work without the added problem of struggling with pen and paper, and with the aid of lists of words displayed on the friendly and familiar monitor screen.

I confess that I did not find the handbook facilitated the task of persuading this program to do all its tricks, but I find the same of many program handbooks. I also suspect that many a computer program requires the assistance and interpretation of more computer-literate colleagues before its depths are fully plumbed.

The two road safety programs are intended for use by small groups of primary school children. *To School Carefully* is suitable for children aged seven and upwards, *Make It Safe* for those aged nine and upwards.

In each case a street map is displayed. The one for younger children invites them to plan safe journeys to school, taking account of variables which are provided. The pupil's worksheet provides these variables – which include such information as that Thursday is factory delivery day. A printed version of the map is provided, upon which to record journeys. There are three levels of difficulty available within the program.

Make It Safe is basically similar, except that the task here is not to make a journey but to make a neighbourhood safe by providing road furniture, like traffic lights, working within a given budget. In this program, as in the other one, certain fixed points on the map may randomly change position on each showing, so there is no question of a child having solved the problems and thus finding no further benefit in the program.

My pupils worked well at these programs and they provoked lively discussion around what is a very realistic and relevant area of their own lives.

Gerald Haigh

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Key words

Paul McGee on a new catalogue for educational resources

BPES Electronic Catalogue
Discs for RML 380Z and 480Z
BP Educational Service
Free from teachers' and media resource centres.

The BP Educational Service has produced a flexible and easy-to-use catalogue of its resources which uses the *Schools Information Retrieval* (*SIR*) suite of programs. The programs and related data discs can be copied free of charge at BPES preview centres and other teachers' and media resource centres.

The programs work on single or double-density RML 380Z and 480Z machines, whether they are stand-alone or networked. For stand-alone machines the programs occupy one disc and the data needs one double-density or two single-density discs. The data covers about 200 BPES resource materials and BP films, and will be updated twice a year to give more rapid access to current information than was possible with paper systems.

The reduced versions of the *SIR* programs are easy to use and a novice could learn enough from the user's guide in 10 minutes to be proficient at finding resources by keyword, title or author. A helpful keyword list provides a complete listing of the 1,032 keywords, authors and the words used in the titles of resources or films. *SIR* can provide this if necessary but beginners will appreciate its presence.

The user's guide gives step-by-step instructions for setting up a stand-alone system and teaches by showing clear screen displays which are easily replicated at the keyboard. The speed on a 480Z is impressive and printing of any required record is accomplished by a single keystroke after the record has been displayed.

SIR adopts a standard bibliographic format which BPES uses to good effect in its use of keywords. The first field contains details of availability, while the second describes the medium. These are displayed in capital letters to distinguish them from content keywords. The next two keywords give the age range, which separates teachers' materials, and curriculum areas. Then a string of keywords indicate the topics covered by the materials, others involved in the development, the Dewey Decimal Classification, and the price.

This is an excellent deployment of information technology which could be copied by others. The pack is useful for information technology or computer studies classes as an example of a simple working system, as well as to those who are interested in the resources.

The presentation could well serve as a model for thise who wish to acquire the rest of the *SIR* package from RML, assuming that they have not had it as one of RML's many offers, to develop their own keyword databases.

Well done BP!

SECONDARY HEADSHIPS
continued

LINCOLNSHIRE
HEADTEACHER
(Readvertisement)
WELTON WILLIAM FARR CE (CONTROLLED) COMPREHENSIVE SCHOOL
BURNHAM GROUP 9
NOR 820
Applications are invited from suitably experienced teachers for appointment as Headteacher of this school as from the Autumn Term 1986.
The school is a mixed comprehensive school for pupils aged 11 - 16.
Application forms and further particulars on receipt of SAE from the Divisional Education Officer, 29 West Parade, Lincoln, to whom they should be returned not later than 18th April 1986. Applications received from the previous advertisement will be considered. (L845).
(17762) 130010

Deputy Headships Second Masters/ Mistresses

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Bourne Avenue, Windsor SL4 3JN
N.O.R. 500 (100 in 6th Form)
Applications are invited from committed Anglicans for the post of Deputy Headteacher (Group 9) of this Voluntary Aided 13 - 18 mixed comprehensive upper school for September 1986. The post has become available due to the promotion of the present Deputy Head to a Headship.
The person appointed will join the Senior Management team, and responsibilities will be determined by his/her interests and experience, though an interest in curriculum management, pupils profiling and staff development would be an advantage.
Further particulars and application forms are obtainable from the Headmaster at the school.
Closing date: 21st March, 1986.
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WYNDHAM SCHOOL
Egremont CA22 2DQ
County, Comprehensive Mixed 11 - 18 N.O.R. 1135 including 127 in the Sixth Form
Required for September, 1986, a DEPUTY HEAD for this Group 11 School. Duties will include curriculum planning and financial procedures.
Application forms and further details available from the Head at the school to whom completed forms should be returned a.s.a.p. Please send s.a.e. of size A4.
(98227) 130012

DEVON
Please see displayed advertisement on Page 43.
(17264) 130012

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THE HOLLY HALL SCHOOL
Scotts Green Close, Russells Hall Estate, Dudley DY1 2DU
(12 - 16 co-ed. comp. Group 9)
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Post will offer opportunity for professional development for someone with initiative, foresight and preception. Successful candidate should expect post to lead to promotion. Responsibilities will be allocated according to interests and abilities of person appointed.
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Tel: (0245) 260101
(Roll 1500)
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Further details may be obtained from Headteacher to whom letters of application with c.v. should be sent (foolscap s.a.e. please).

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Audley End Road, Saffron Walden CB11 4UH
Tel: (0799) 27585
(Roll 1400)
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Further details available from headteacher at the school together with applications forms which should be returned to the school by 19th March, 1986 (foolscap s.a.e. please). (17779) 130012

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COUNTY COUNCIL
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OAKLANDS R.C. SCHOOL
Stakes Hill Road, Waterlooville, Portsmouth, Hants.
(11 - 18 mixed comprehensive - 1050 on roll)
Headteacher Mr C. Whitfield
Required September 1986 SECOND MASTER/MISTRESS (Salary: Deputy Head Group 11). The Governors invite applications from suitably qualified and experienced teachers who are practising Roman Catholics for this Senior Management post.
Closing date: 21 March 1986.
Application forms and further details (s.a.e.) are available from the Headteacher. (17297) 130012

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EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber
Head Teacher: Mrs. A. Fraser
No. On Roll: 1310
Group 12
Required for September, 1986, SECOND DEPUTY HEAD TEACHER. Applications from suitable qualified and experienced persons are invited to fill the vacancy in this 11 - 18 rural Comprehensive School.

SNAITH SECONDARY SCHOOL
Pontefract Road, Snaith, Goole
Head Teacher: W.J. Marshall
No. on Roll: 670
Group 9
Required for September, 1986, SECOND MASTER/MISTRESS to oversee the work of Pastoral Care within the School.
Application forms and further details obtainable from the Head Teachers at the Schools (f.s.a.e. please) to whom completed forms should be returned no later than 17th March, 1986.
Humberside County Council is an Equal Opportunity Employer. (17108) 130012

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LIVERSEDGE SECONDARY SCHOOL
Roberttown Lane, Liversedge, West Yorkshire WF15 7LX
Ref: 1299
Applications are invited from suitably experienced teachers for the post of SECOND MASTER/MISTRESS of this Group 8 Secondary Modern School. Plans for comprehensive re-organisation are currently under review.
The post will date from September 1986 and salary will be paid on Deputy Head Teacher, Group 8 Scale (£11,403 - £12,681).
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Dingle Vale, Liverpool L8 9SJ
Required for September, 1986 or as soon as possible thereafter.
The post is subject to Finance and Strategy Committee approval.
Application forms (Staffing Form TS) and further details are available (SAE) from the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Please quote ref. no. P+M 92(b). To be returned to the Director of Education not later than 17 March 1986.
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LIVERPOOL
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Croxteth Drive, Sefton Park, Liverpool L17 3AL
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Applications are invited from suitably qualified and experienced teachers for the 2nd Deputy Headship of the above school, which is a 4 form entry, all ability 11 - 18 school for girls. The Governors are seeking someone of energy and vision and proven administrative ability. The successful candidate will be a member of the senior management team and will be expected to play a leading role in the administration of the school.
Application forms and further particulars may be obtained from the Headmaster at the school, on receipt of a stamped, addressed, envelope, and should be returned by 25th March, 1986. When applying please quote P + M 168(b).
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (16794) 130012

NORFOLK
DEPUTY HEAD
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(Group 9)
Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Education Enquiries, County Hall, Norwich NR1 2DL.
Closing date for applications: 21st March, 1986.
(16589) 130012

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NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
(Billing Road, Northampton NN1 5RT)
APPOINTMENT OF DEPUTY HEAD - GROUP 10
Required for September for this Group 10 comprehensive school for boys aged 13 - 18 (630 on roll), a Deputy Head to work in close association with the Deputy Head (Curriculum and Administration).
The responsibilities of the Deputy Head to be appointed will be subject to negotiation with the successful candidate, but expertise in staff development and the personal and social development of the students will be important determining considerations.
Application form and further details (S.A.E. please) are available from the Headmaster.
Closing date 2 weeks after the appearance of this advertisement.
(17252) 130012

SUFFOLK
COUNTY COUNCIL
STOKE HIGH SCHOOL
Maidenhall Approach, Ipswich IP2 8PL
11 - 16 mixed comprehensive roll 874
Applications are invited for the post of SECOND MASTER/MISTRESS (Group 10) which becomes vacant due to retirement of the present holder. Applicants should be well qualified with appropriate experience in comprehensive schools for this responsible post which will involve oversight of the school's Pastoral System and a major role in the management and organisation of the school.
Application forms and details obtainable from the Head at the school, s.a.e. please, closing date 21st March. (17818) 130012

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEST KIRBY GRAMMAR SCHOOL FOR GIRLS
Graham Road, West Kirby, Wirral L48 5DP
(1085 Girls)
Required for September, 1986 DEPUTY HEAD TEACHER (GROUP 12) for this large selective school.
A highly qualified and experienced teacher is sought who will play a full part in the management organisation and development of the school.
Application forms and further details from the Headteacher (Stamped addressed envelope please).
Applications to be submitted within 14 days of advertisement. (17404) 130012

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
(Queensway, Higham Ferrers, Wellingborough, Northants NN9 8LF)
DEPUTY HEAD GROUP 10
A Deputy Head is required for September, 1986 for this purpose built, 11 - 18 co-educational comprehensive school which opened in 1980. The vacancy occurs due to the promotion of the present holder to a Headship.
The school has 750 pupils including a growing 6th form.
As the senior staff adopt a team approach to management the exact nature of the duties to be undertaken can be tailored to make best use of the strength of the successful candidate.
Application forms and further details can be obtained from the Head (s.a.e please) to whom forms should be returned within 2 weeks of the appearance of this advertisement. (17251) 130012

WILTSHIRE
THE HEADLANDS SCHOOL
Cricklade Road, Swindon SN2 6BQ
Head Teacher: Mr R.W. Crow, M.A.
RE-ADVERTISEMENT
11 - 16 Co-educational Group 11 Comprehensive School
N.O.R. 1380
Required September 1986. Deputy Head to replace the current postholder on her appointment to a Headship. We are looking for a candidate capable of continuing the drive and enthusiasm necessary to further develop curriculum initiatives, Profiling, INSET and Staff Development. Ideally the candidate will have experience/interest in timetabling but above all we require someone of vision and stamina to give dynamic management to the running of this complex school.
Previous applicants who wish to be reconsidered should notify the school.
Application forms and further details (S.A.E. please) from the Headmaster at the school, to be returned by 2nd April, 1986. (13638) 130012

Remedial and Special Needs Teaching Posts

Heads of Department

LONDON EC2A
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required to begin in September 1986 in this Voluntary Aided 11 - 18 boys school, a Head of Special Needs and First Year (Scale 4).
Letter of application for this key post with full curriculum vitae, names and addresses of two educational referees and s.a.e. for further details to the Head within two weeks of the appearance of this advertisement. (16979) 131018

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
THE NORTH SCHOOL FOR GIRLS
Essella Road, Ashford
Roll: 870
Required for September 1986: Senior Teacher as Co-ordinator of Special Needs also responsible for Language Across The Curriculum.
There is an excellent Special Needs policy designed to underpin the curriculum which now requires consolidation through a continuing programme of in-service.
Application forms and further details from The Headteacher, The North Shool For Girls. (12083) 131020

Scale 1 Posts

BARNET
HASMONEAN HIGH SCHOOL
Holders Hill Road, London NW4
Required immediately. Our Supportive Studies Unit requires a part-time, effective and sympathetic tacher for Remedial English and/or Maths.
Letters of Application to the Headteacher immediately, giving full C.V. and names of two referees, enclosing S.A.E. (98248) 131022

BIRMINGHAM
COUNTY COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
THE OAKDALE CENTRE
Tunnal Site, Balden Road, Harborne, Birmingham B32 2EW
Temporary teacher required for Summer term to teach a varied curriculum to fifth year pupils who have been fully suspended from mainstream schools.
A qualification or interest in Outdoor Education and the ability to work with low achieving pupils would be an advantage.
Applications forms and further particulars available from the Head of Centre enclosing s.a.e. Closing date 21st March, 1986. (16765) 131022

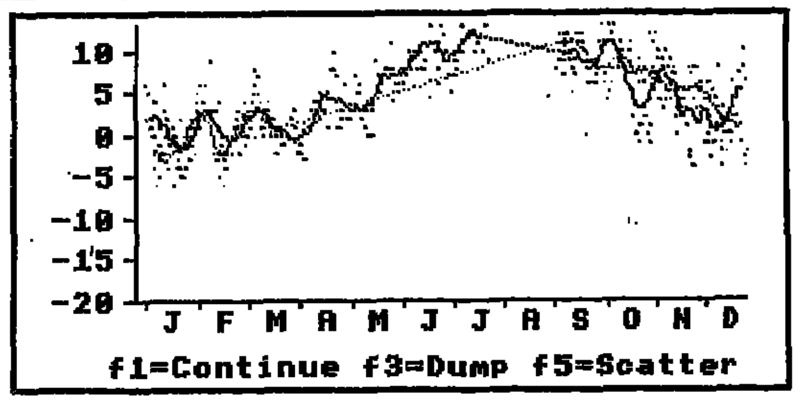
BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
TONG SCHOOL
(13 - 18 mixed comprehensive, 1360 pupils on roll)
Required April 1986: a committed and sympathetic teacher to join the Department of REMEDIAL EDUCATION. This post, which is a temporary one-term appointment in the first instance, involves mainly assisting third year pupils who have learning difficulties. Scale 1 post.
Forms and further details are available (sae please) from Mr D.J. Wilson, Headmaster, Tong School, Westgate Hill, Bradford BD4 6NR to whom completed applications should be returned by 17th March 1986.
Reference ET 18986/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
(16796) 131022

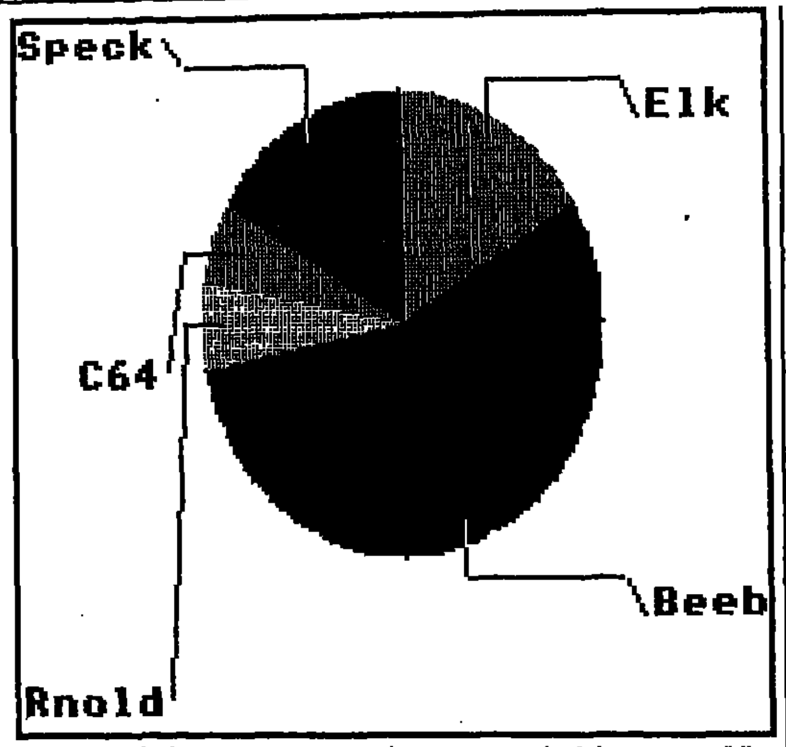
CAMBRIDGESHIRE
(Equal Opportunity Employer)
CITY OF ELY COLLEGE
(GROUP 11)
Required for September, in this new College following reorganisation Teacher of Special Needs (Scale 1).
The College is 11 - 18 with 1200 on roll next September.
Application forms and details from the Principal, City of Ely College, Downham Road, Ely, Cambs. CB6 2SH (SAE please). Closing date 21st March. (17535) 131022

Cheshire
St Josephs R.C. High School, Highfield Road, Widnes, Cheshire WA8 7DW.
Applications are invited from Practising Catholics for the post of
HEAD TEACHER
with effect from 1st September 1986, following the retirement of the Headmaster.
St Josephs is a Catholic 11-18 mixed Comprehensive school with 900 on roll. It is purpose built with adjoining extensive playing fields.
Further particulars with application forms from the Clerk to the Governors at school address. Closing date for completed forms 26th March 1986. (04C01)

Wiltshire
Wootton Bassett Secondary School, Lime Kiln, Wootton Bassett, SN4 7HD
HEAD TEACHER GROUP 12
Estimated N.O.R. January 1987 – 1610
The vacancy arises in September 1986 on the retirement of the present Headmaster. Wootton Bassett school is an 11 – 18 comprehensive with a strong sixth form housed in largely permanent, modern premises, near the centre of Wootton Bassett, a thriving small town in north Wiltshire.
The L.E.A. and Governors seek to appoint a man or woman of experience, energy and vision to fill this post with distinction. Candidates should have held a senior post in a comprehensive school, have had sound experience of curriculum development and be able to demonstrate leadership and mangement skills.
Further details and application forms (S.A.E. please) from Chief Education Officer, County Hall, Trowbridge, BA14 8JB (Ref.ST/T/BRH). Closing date for applications 26th March, 1986. (16710)

BEXLEY LONDON BOROUGH
Bexley Technical High School for Girls
Townley Road, Bexleyheath, Kent DA6 7AB
Roll: 880. Tel No: 01-304 8311
Deputy Head Teacher
(Group II)
An enthusiastic and committed teacher is required, to become part of the senior management team of this 11-18 five-form entry selective school from September 1986, due to the promotion of the present deputy. Specific responsibilities will be determined by the strengths or particular interests of the successful applicant. However, an awareness of developments in TVEI and experience of curriculum development would be welcomed.
Application form and further details available from: Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EH. Closing date for applications: 24th March, 1986 (enclosing Foolscap SAE). (15756)





Fingers in the pie

Eric Deeson on what the software houses are producing for science classes

Logic Gates
Cassette for Electron/BBC £10; disc for BBC £12
Sound
Disc for BBC Micro £12
AVP Computing, Hocker Hill House, Chepstow, Gwent NP6 5ER.
Electromagnetic Spectrum
Disc for BBC Micro £14.96
Electronics in Action
Disc for BBC Micro £14.96
BBC Publications, 35 Marylebone High Street, London W1M 4AA.

Biology
Cassette for Amstrad CPC464/664 £13.49
Physics
Cassette for Commodore 64 £13.49
Pan Books, Cavaye Place, London SW10 9PG.
Which Flower?
Cassette for Spectrum £9.95
Display Data; Weather Studies
Discs for BBC Micro £15.95 each
RESOURCE, Exeter Road, Doncaster DN2 4PY.
Elasticity
Disc for BBC Micro £9.57
Shell Education, c/o Hobson's, Bateman Street, Cambridge CB2 1LZ.
Crystal Structure
Disc for BBC Micro £9.75
York Science Education Group, Chemistry Department, The University, York YO1 5DD.

Ever since the educational computing bandwagon really started rolling half a decade ago, it's been impossible to say how micros are being used; and how much. A recent article claimed that the rate of appearance of new titles has dropped markedly in the last few months. Here we look at some of the new titles in science that reached *The TES* in the autumn; one can conclude as much from their number as from any other data.

AVP Computing is a new name on the learning software scene, one well known for audio-visual publications. They have just issued great catalogues of third-party software published in uniform format. Over 250 secondary science titles are in it, including *Logic Gates* and *Sound*.

Logic Gates is sometimes laborious and picky. Its cramped screens and hasty documentation add to the novice's problems. All the same, teachers in a wide range of contexts will find a lot of interest and should persevere with the learning curve.

The program simulates the building of various logic circuits on breadboards and provides reference "truth tables". It's a pity that the author decided to use Mode 5 for all the displays – it's often far from suitable. Also inputs aren't properly checked.

Sound, though by the same author, is much better on screen. It's less complex and the paper notes are simpler. All the same these are too sketchy; many non-specialist teachers would find them totally inadequate. Part one is a pleasant little animated teaching sequence, that suffers from some small problems and a bug that makes some parts inaccessible. Then there's a nice tone generator/explorer section, and a whole series of superb and generally valid ripple tank simulations.

Physics is also the field in which two new BBC Publications packs campaign, both part of the *Science Topics* series. *Electromagnetic Spectrum* is the first physics adventure game I've come across. The quest is in three parts – a search of the Solar System (much fun but not much physics or intellect needed); telecommunication without proper radio; and analysis.

This is a brave, unusual program, and fun to run. It's very good, but like all adventures takes time. Will mid-secondary teachers be able to afford that time?

Electronics in Action is totally different – a hard work program that will fit into many contexts in science, technology and computing, but in each case will need a lot of teacher thought. Here one can simulate in detail the operation of a robot arm, a water tank or kettle (including programming in assembler); or set up and model one's own systems in a similar way. Another very novel package.

A number of publishers have recently stumbled on the idea of packing a tape of drill programs in with an existing revision book. Pan have several, including *Biology*, with Amstrad software, and *Physics* for the Commodore. (There are also Electron/BBC and Spectrum versions.)

As well as the book, each pack contains two cassettes, loading instructions, and a booklet of "diagnostic" objective tests for computer marking. The diagnostic tests, which are half the software provided, are surprisingly thorough. They make these packages significantly different from the competitors.

RESOURCE is a consortium of l.e.a.s determined to rescue something from the execution of South Yorkshire and Humberside region of the Microelectronics Education Programme. While the presentation of their material leaves something to be desired, and is not a "commercial" product, the initiative is welcome, as the three programs received demonstrate. Like Pan, they're happy to support non-BBC hardware – *Which Flower?* is for the Spectrum (though supplied on cassette rather than microdrive). Aimed at top juniors but valid for higher too, this is a versatile botany database, whose use is not restrictive.

Display Data, for the BBC Micro, is also a nice primary program of value over a very wide range. It includes reference material on bar charts, pies and windroses and allows pupils to obtain such graphical representation of their own data in two ways. The print-out feature is very effective too. Overall – well designed, but skimpy notes.

RESOURCE's third title is also for the BBC Micro, and is, for some reason, bundled in with *Display Data*. It's as widely applicable and comes with an excellent guide. *Weather Studies* has two parts – a database and a sophisticated graphics display system. Two datafiles are included – eight variables recorded at Wadsworth School over a 12-month period. Delightful.

It's not easy to describe Shell Education's package on *Elasticity*. The BBC disc presents a suite of programs that, with the accompanying booklets, make a brave attempt at simulating aspects of the work of a marine engineer. Reckoned to take an Advanced Level physicist three hours, the package provides "a form of 'industrial experience' which . . . a sixth former could never undertake in real life". It's interesting how many simulations there are in this collection (including that adventure).

Another new software house is the University of York Science Education Group. Their *Crystal Structure* package is the first mention here of chemistry. With some lovely graphics the program offers a total of 24 sequences of work. These range from X-ray crystallography, through crystal systems, to the Born-Haber cycle. There is lovely material here, and the three accompanying booklets make the whole highly appealing.

One can't say much about so many versatile science software packages in a short review, but the range of material (albeit mostly physics) must be applauded, and its overall quality compared to what one faced half a decade ago.

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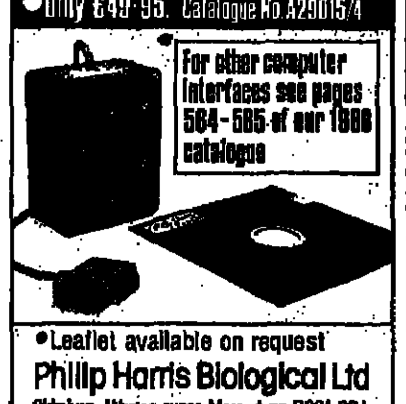

For other computer interfaces see pages 564-565 of our 1986 catalogue

- Leaflet available on request

Philip Harris Biological Ltd
Oldmixon, Weston-super-Mare, Avon, BS24 9BJ.
Telephone 0934 413063. Telex 449248.

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LAUNCH 39 EDUCATION PROGRAMMES FOR HOME COMPUTERS.
Send for details to
North Street Workshops, Stoke-sub-Hamdon, Somerset. TA14 6QR. Tel: 0935 824072

Easy writer

My Word
South Yorkshire and Humberside Microelectronics Education Programme
BBC 40-track disc. £9.95 + 50p p&p.
RESOURCE, Exeter Road, Off Coventry Grove, Doncaster DN2 4PY.
To School Carefully
Make It Safe
Humberside County Council
Both programs on disc or cassette £17+VAT; individual programs £10+VAT
Fernleaf Educational Software, 31 Old Road West, Gravesend, Kent DA11

My Word is designed to help children create stories without the limitations of pen and pencil. It is thus particularly suitable for pupils with co-ordination problems, though it has clear applications for young children in the ordinary infant or junior classroom and possibly for remedial groups in secondary.

The program has a store of 300 words in 26 alphabetically-arranged lists. The child writes his story on the screen, choosing words from the lists as he goes. There is a facility for the teacher to add words on a spare page. Extra material – word lists, stories, topic pages – can be saved on disc.

Within its limitations – which are clearly set out in the handbook – this is a useful classroom tool. One of the strengths of the computer is that it can, at a stroke, remove many of the causes of tension and sense of failure which surround the less able pupil. Here the young story writer can work without the added problem of struggling with pen and paper, and with the aid of lists of words displayed on the friendly and familiar monitor screen.

I confess that I did not find the handbook facilitated the task of persuading this program to do all its tricks, but I find the same of many program handbooks. I also suspect that many a computer program requires the assistance and interpretation of more computer-literate colleagues before its depths are fully plumbed.

The two road safety programs are intended for use by small groups of primary school children. *To School Carefully* is suitable for children aged seven and upwards, *Make It Safe* for those aged nine and upwards.

In each case a street map is displayed. The one for younger children invites them to plan safe journeys to school, taking account of variables which are provided. The pupil's worksheet provides these variables – which include such information as that Thursday is factory delivery day. A printed version of the map is provided, upon which to record journeys. There are three levels of difficulty available within the program.

Make It Safe is basically similar, except that the task here is not to make a journey but to make a neighbourhood safe by providing road furniture, like traffic lights, working within a given budget. In this program, as in the other one, certain fixed points on the map may randomly change position on each showing, so there is no question of a child having solved the problems and thus finding no further benefit in the program.

My pupils worked well at these programs and they provoked lively discussion around what is a very realistic and relevant area of their own lives.

Gerald Haigh

Key words

Paul McGee on a new catalogue for educational resources

BPES Electronic Catalogue
Discs for RML 380Z and 480Z
BP Educational Service
Free from teachers' and media resource centres.

The BP Educational Service has produced a flexible and easy-to-use catalogue of its resources which uses the *Schools Information Retrieval* (*SIR*) suite of programs. The programs and related data discs can be copied free of charge at BPES preview centres and other teachers' and media resource centres.

The programs work on single or double-density RML 380Z and 480Z machines, whether they are stand-alone or networked. For stand-alone machines the programs occupy one disc and the data needs one double-density or two single-density discs. The data covers about 200 BPES resource materials and BP films, and will be updated twice a year to give more rapid access to current information than was possible with paper systems.

The reduced versions of the *SIR* programs are easy to use and a novice could learn enough from the user's guide in 10 minutes to be proficient at finding resources by keyword, title or author. A helpful keyword list provides a complete listing of the 1,032 keywords, authors and the words used in the titles of resources or films. *SIR* can provide this if necessary but beginners will appreciate its presence.

The user's guide gives step-by-step instructions for setting up a stand-alone system and teaches by showing clear screen displays which are easily replicated at the keyboard. The speed on a 480Z is impressive and printing of any required record is accomplished by a single keystroke after the record has been displayed.

SIR adopts a standard bibliographic format which BPES uses to good effect in its use of keywords. The first field contains details of availability, while the second describes the medium. These are displayed in capital letters to distinguish them from content keywords. The next two keywords give the age range, which separates teachers' materials, and curriculum areas. Then a string of keywords indicate the topics covered by the materials, others involved in the development, the Dewey Decimal Classification, and the price.

This is an excellent deployment of information technology which could be copied by others. The pack is useful for information technology or computer studies classes as an example of a simple working system, as well as to those who are interested in the resources.

The presentation could well serve as a model for thise who wish to acquire the rest of the *SIR* package from RML, assuming that they have not had it as one of RML's many offers, to develop their own keyword databases.

Well done, BP!

SECONDARY HEADSHIPS
continued

LINCOLNSHIRE
HEADTEACHER
(Readvertisement)
WELTON WILLIAM FARR CE (CONTROLLED) COMPREHENSIVE SCHOOL
BURNHAM GROUP 9
NOR 820
Applications are invited from suitably experienced teachers for appointment as Headteacher of this school as from the Autumn Term 1986.
The school is a mixed comprehensive school for pupils aged 11 - 16.
Application forms and further particulars on receipt of SAE from the Divisional Education Officer, 29 West Parade, Lincoln, to whom they should be returned not later than 18th April 1986. Applications received from the previous advertisement will be considered. (L545).
(17762) 130010

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
PRINCESS MARGARET ROYAL FREE SCHOOL
Bourne Avenue, Windsor SL4 3JN
N.O.R. 500 (100 in 6th Form)
Applications are invited from committed Anglicans for the post of Deputy Headteacher (Group 9) of this Voluntary Aided 13 - 18 mixed comprehensive upper school for September 1986. The post has become available due to the promotion of the present Deputy Head to a Headship.
The person appointed will join the Senior Management team, and responsibilities will be determined by his/her interests and experience, though an interest in curriculum management, pupils profiling and staff development would be an advantage.
Further particulars and application forms are obtainable from the Headmaster at the school.
Closing date: 21st March, 1986.
An Equal Opportunity employer. (17739) 130012

CUMBRIA
COUNTY COUNCIL
WYNDHAM SCHOOL
Egremont CA22 2DQ
County, Comprehensive Mixed 11 - 18 N.O.R. 1135 including 127 in the Sixth Form
Required for September, 1986, a DEPUTY HEAD for this Group 11 School. Duties will include curriculum planning and financial procedures.
Application forms and further details available from the Head at the school to whom completed forms should be returned a.s.a.p. Please send s.a.e. of size A4.
(98227) 130012

DEVON
Please see displayed advertisement on Page 43.
Please see displayed advertisement on Page 43.
(17264) 130012

DUDLEY
METROPOLITAN BOROUGH
THE HOLLY HALL SCHOOL
Scotts Green Close, Russells Hall Estate, Dudley DY1 2DU
(12 - 16 co-ed. comp. Group 9)
For September well qualified and experienced TEACHER for demanding and challenging post of SECOND MASTER/MISTRESS (Deputy Head Group 9). The post arises due to promotion of post-holder.
Post will offer opportunity for professional development for someone with initiative, foresight and preception. Successful candidate should expect post to lead to promotion. Responsibilities will be allocated according to interests and abilities of person appointed.
Details/Application forms (on receipt of s.a.e.) from and returable to Headteacher by 21st March, 1986. (17524) 130012

EAST SUSSEX
FALMER SCHOOL
Lewes Road, Brighton BN1 9PW
Comprehensive mixed, 11 - 18. Roll: 1,100
Are you seeking a key senior management post for September? This forward looking TVEI school requires a Second Master/Mistress (Group 11), due to the promotion of the present post holder.
Relocation grants in approved cases.
Application forms from the Head Teacher Designate (sae please). (17540) 130012

ESSEX
MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: (0245) 260101
(Roll 1500)
DEPUTY HEAD OF UPPER SCHOOL, Senior Teacher Scale
Required September, 1986. This is a key post in a school which seeks to maintain high standards.
Further details may be obtained from Headteacher to whom letters of application with c.v. should be sent (foolscap s.a.e. please).

SAFFRON WALDEN COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UH
Tel: (0799) 27585
(Roll 1400)
SENIOR TEACHER FOR CURRICULUM PLANNING, Senior Teacher Scale
Required September, 1986, in secure 11 - 18 Comprehensive School, engaged in a fundamental review of curricular and pastoral arrangements.
Further details available from headteacher at the school together with applications forms which should be returned to the school by 19th March, 1986 (foolscap s.a.e. please). (17779) 130012

HAMPSHIRE
COUNTY COUNCIL
SOUTH EAST HANTS AREA
OAKLANDS R.C. SCHOOL
Stakes Hill Road, Waterlooville, Portsmouth, Hants.
(11 - 18 mixed comprehensive - 1050 on roll)
Headteacher Mr C. Whitfield
Required September 1986 SECOND MASTER/MISTRESS (Salary: Deputy Head Group 11). The Governors invite applications from suitably qualified and experienced teachers who are practising Roman Catholics for this Senior Management post.
Closing date: 21 March 1986.
Application forms and further details (s.a.e.) are available from the Headteacher. (17297) 130012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber
Head Teacher: Mrs. A. Fraser
No. On Roll: 1310
Group 12
Required for September, 1986, SECOND DEPUTY HEAD TEACHER. Applications from suitable qualified and experienced persons are invited to fill the vacancy in this 11 - 18 rural Comprehensive. School.

SNAITH SECONDARY SCHOOL
Pontefract Road, Snaith, Goole
Head Teacher: W.J. Marshall
No. on Roll: 670
Group 9
Required for September, 1986, SECOND MASTER/MISTRESS to oversee the work of Pastoral Care within the School.
Application forms and further details obtainable from the Head Teachers at the Schools (f.s.a.e. please) to whom completed forms should be returned no later than 17th March, 1986.
Humberside County Council is an Equal Opportunity Employer. (17108) 130012

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
LIVERSEDGE SECONDARY SCHOOL
Roberttown Lane, Liversedge, West Yorkshire WF15 7LX
Ref: 1299
Applications are invited from suitably experienced teachers for the post of SECOND MASTER/MISTRESS of this Group 8 Secondary Modern School. Plans for comprehensive re-organisation are currently under review.
The post will date from September 1986 and salary will be paid on Deputy Head Teacher, Group 8 Scale (£11,403 - £12,681).
Application forms and further particulars (s.a.f.e. please) from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (17460) 130012

LIVERPOOL
DEPUTY HEAD TEACHER
Group 10 £12,840 - £14,142
SHOREFIELDS COMMUNITY COMPREHENSIVE SCHOOL (MIXED)
Dingle Vale, Liverpool L8 9SJ
Required for September, 1986 or as soon as possible thereafter.
The post is subject to Finance and Strategy Committee approval.
Application forms (Staffing Form TS) and further details are available (SAE) from the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Please quote ref. no. P+M 92(b). To be returned to the Director of Education not later than 17 March 1986.
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (16795) 130012

LIVERPOOL
DEPUTY HEAD TEACHER
Group 10 £12,840 - £14,142
ST. HILDA'S C.E. HIGH SCHOOL (GIRLS)
Croxteth Drive, Sefton Park, Liverpool L17 3AL
Required for September, 1986.
Applications are invited from suitably qualified and experienced teachers for the 2nd Deputy Headship of the above school, which is a 4 form entry, all ability 11 - 18 school for girls. The Governors are seeking someone of energy and vision and proven administrative ability. The successful candidate will be a member of the senior management team and will be expected to play a leading role in the administration of the school.
Application forms and further particulars may be obtained from the Headmaster at the school, on receipt of a stamped, addressed, envelope, and should be returned by 25th March, 1986. When applying please quote P + M 168(b).
Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (16794) 130012

NORFOLK
DEPUTY HEAD
Required for HETHERSETT COUNTY HIGH SCHOOL Near Norwich
(Group 9)
Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Education Enquiries, County Hall, Norwich NR1 2DL.
Closing date for applications: 21st March, 1986. (16589) 130012

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
EASTFIELDS HIGH SCHOOL
Acacia Road, Mitcham, Surrey CR4 1SF
Tel: 01-648 6627
Head Teacher: Mr. M.G. Dunman
Age Range: 13 - 18 years
No. on Roll: 400
DEPUTY HEAD-TEACHER GROUP 9 - PASTORAL CURRICULUM
Eastfields is a well-established, multi-cultural comprehensive school. Although the major area of responsibility will be for pastoral care within the school a candidate is sought with much wider interest in and knowledge of whole school organisation.
The school is moving quickly towards a modular curriculum and the successful candidate will be expected to play a major role in the development of this with regard to pupil/parent advice and counselling, assessment and recording and profiling.
Visits to the school are welcomed.
CLOSING DATE: 21st March, 1986.
Application forms and further details of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (17228) 130012

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
(Billing Road, Northampton NN1 5RT)
APPOINTMENT OF DEPUTY HEAD - GROUP 10
Required for September for this Group 10 comprehensive school for boys aged 13 - 18 (630 on roll), a Deputy Head to work in close association with the Deputy Head (Curriculum and Administration).
The responsibilities of the Deputy Head to be appointed will be subject to negotiation with the successful candidate, but expertise in staff development and the personal and social development of the students will be important determining considerations.
Application form and further details (S.A.E. please) are available from the Headmaster.
Closing date 2 weeks after the appearance of this advertisement.
(17252) 130012

SUFFOLK
COUNTY COUNCIL
STOKE HIGH SCHOOL
Maidenhall Approach, Ipswich IP2 8PL
11 - 16 mixed comprehensive roll 874
Applications are invited for the post of SECOND MASTER/MISTRESS (Group 10) which becomes vacant due to retirement of the present holder. Applicants should be well qualified with appropriate experience in comprehensive schools for this responsible post which will involve oversight of the school's Pastoral System and a major role in the management and organisation of the school.
Application forms and details obtainable from the Head at the school, s.a.e. please, closing date 21st March. (17818) 130012

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEST KIRBY GRAMMAR SCHOOL FOR GIRLS
Graham Road, West Kirby, Wirral L48 5DP
(1083 Girls)
Required for September, 1986 DEPUTY HEAD TEACHER (GROUP 12) for this large selective school.
A highly qualified and experienced teacher is sought who will play a full part in the management organisation and development of the school.
Application forms and further details from the Headteacher (Stamped addressed envelope please).
Applications to be submitted within 14 days of advertisement. (17404) 130012

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
(Queensway, Higham Ferrers, Wellingborough, Northants NN9 8LF)
DEPUTY HEAD GROUP 10
A Deputy Head is required for September, 1986 for this purpose built, 11 - 18 co-educational comprehensive school which opened in 1980. The vacancy occurs due to the promotion of the present holder to a Headship.
The school has 750 pupils including a growing 6th form.
As the senior staff adopt a team approach to management the exact nature of the duties to be undertaken can be tailored to make best use of the strength of the successful candidate.
Application forms and further details can be obtained from the Head (s.a.e please) to whom forms should be returned within 2 weeks of the appearance of this advertisement. (17251) 130012

WILTSHIRE
THE HEADLANDS SCHOOL
Cricklade Road, Swindon SN2 6BQ
Head Teacher: Mr R.W. Crow, M.A.
RE-ADVERTISEMENT
11 - 16 Co-educational Group 11 Comprehensive School
N.O.R. 1320
Required September 1986, Deputy Head to replace the current postholder on her appointment to a Headship. We are looking for a candidate capable of continuing the drive and enthusiasm necessary to further develop curriculum initiatives, Profiling, INSET and Staff Development. Ideally the candidate will have experience/interest in timetabling but above all we require someone of vision and stamina to give dynamic management to the running of this complex school.
Previous applicants who wish to be reconsidered should notify the school.
Application forms and further details (S.A.E. please) from the Headmaster at the school, to be returned by 2nd April, 1986. (13658) 130012

Remedial and Special Needs Teaching Posts

Heads of Department

LONDON EC2A
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required to begin in September 1986 in this Voluntary Aided 11 - 18 boys school, a Head of Special Needs and First Year (Scale 4).
Letter of application for this key post with full curriculum vitae, names and addresses of two educational referees and s.a.e. for further details to the Head within two weeks of the appearance of this advertisement. (16979) 131018

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
THE NORTH SCHOOL FOR GIRLS
Essella Road, Ashford
Roll: 870
Required for September 1986: Senior Teacher as Co-ordinator of Special Needs also responsible for Language Across The Curriculum.
There is an excellent Special Needs policy designed to underpin the curriculum which now requires consolidation through a continuing programme of in-service.
Application forms and further details from The Headteacher, The North Shool For Girls. (12083) 131020

Scale 1 Posts

BARNET
HASMONEAN HIGH SCHOOL
Holders Hill Road, London NW4
Required immediately. Our Supportive Studies Unit requires a part-time, effective and sympathetic tachar for Remedial English and/or Maths.
Letters of Application to the Headteacher immediately, giving full C.V. and names of two referees, enclosing S.A.E. (98248) 131022

BIRMINGHAM
COUNTY COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
THE OAKDALE CENTRE
Tennal Site, Balden Road, Harborne, Birmingham B32 2EW
Temporary teacher required for Summer term to teach a varied curriculum to fifth year pupils who have been fully suspended from mainstream schools.
A qualification or interest in Outdoor Education and the ability to work with low achieving pupils would be an advantage.
Applications forms and further particulars available from the Head of Centre enclosing s.a.e. Closing date 21st March, 1986. (16785) 131022

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
TONG SCHOOL
(13 - 18 mixed comprehensive, 1360 pupils on roll)
Required April 1986: a committed and sympathetic teacher to join the Department of REMEDIAL EDUCATION. This post, which is a temporary one-term appointment in the first instance, involves mainly assisting third year pupils who have learning difficulties, Scale 1 post.
Forms and further details are available (sae please) from Mr D.J. Wilson, Headmaster, Tong School, Westgate Hill, Bradford BD4 6NR to whom completed applications should be returned by 17th March 1986.
Reference ET 18986/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
(16796) 131022

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CITY OF ELY COLLEGE
(GROUP 11)
Required for September, in this new College following reorganisation Teacher of Special Needs (Scale 1).
The College is 11 - 18 with 1200 on roll next September.
Application forms and details from the Principal, City of Ely College, Downham Road, Ely, Cambs. CB6 2SH (SAE please). Closing date 21st March. (17535) 131022

Cheshire
St Josephs R.C. High School, Highfield Road, Widnes, Cheshire WA8 7DW.
Applications are invited from Practising Catholics for the post of
HEAD TEACHER
with effect from 1st September 1986, following the retirement of the Headmaster.
St Josephs is a Catholic 11-18 mixed Comprehensive school with 900 on roll. It is purpose built with adjoining extensive playing fields.
Further particulars with application forms from the Clerk to the Governors at school address. Closing date for completed forms 26th March 1986.
(04001)

Wiltshire
Wootton Bassett Secondary School,
Lime Kiln,
Wootton Bassett,
SN4 7HD
HEAD TEACHER GROUP 12
Estimated N.O.R. January 1987 – 1610
The vacancy arises in September 1986 on the retirement of the present Headmaster. Wootton Bassett school is an 11 – 18 comprehensive with a strong sixth form housed in largely permanent, modern premises, near the centre of Wootton Bassett, a thriving small town in north Wiltshire.
The L.E.A. and Governors seek to appoint a man or woman of experience, energy and vision to fill this post with distinction. Candidates should have held a senior post in a comprehensive school, have had sound experience of curriculum development and be able to demonstrate leadership and mangement skills.
Further details and application forms (S.A.E. please) from Chief Education Officer, County Hall, Trowbridge, BA14 8JB (Ref.ST/T/ERH). Closing date for applications 25th March, 1986.
(16770)

BEXLEY LONDON BOROUGH
Bexley Technical High School for Girls
Townley Road, Bexleyheath, Kent DA6 7AB
Roll: 880. Tel No: 01-304 8311
Deputy Head Teacher
(Group II)
An enthusiastic and committed teacher is required, to become part of the senior management team of this 11-18 five-form entry selective school from September 1986, due to the promotion of the present deputy. Specific responsibilities will be determined by the strengths or particular interests of the successful applicant. However, an awareness of developments in TVEI and experience of curriculum development would be welcomed.
Application form and further details available from:
Chief Education Officer For Schools (T.5), Town Hall, Crayford, Kent DA1 4EH. Closing date for applications: 24th March, 1986 (enclosing Foolscap SAE).
15786

SECONDARY REMEDIAL & SPECIAL NEEDS
continued

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunity Employer

THE MONS HILL SCHOOL
111 Wren's Hill Road, Wren's Nest Estate, Dudley DY1 3SB

(12 - 16 co-ed. comp. Group 8)

For Summer Term, 1986 temporary TEACHER (Scale 1) for SPECIAL EDUCATIONAL NEEDS (Remedial Education) to cover maternity leave.

Details/application forms from (on receipt of s.a.e.) and returnable to Headteacher as soon as possible. (17526) 131022

ENFIELD
LONDON BOROUGH OF ENFIELD
CHASE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3HQ
Required for Easter, 1986, temporary teacher of ENGLISH and/or REMEDIAL EDUCATION.
For further details please refer 'Secondary, English, Scale 1'. (16570) 131022

ESSEX
THE PLUME SCHOOL
Fambridge Road, Maldon CM9 6AB
Tel: Maldon 54681
(Roll: 2000)
TEACHER FOR SUPPORTIVE STUDIES DEPARTMENT, Scale 1
Required September 1986. In addition to work within the department, some contribution to Pre-vocational courses, such as distribution, in the 4th and 5th Years will be expectd.
Application forms and further details from Headteacher (foolscap s.a.e. please). (17750) 131022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
MASCALLS SCHOOL
Paddock Wood, Kent TW12 6LT
11 - 18 comprehensive. Roll 1330 Mixed
Required September 1986 REMEDIAL - SCALE 1.
Qualified teacher for a remedial education department to teach general subjects to years 1 - 3. An interest in Maths and/or Science would be an advantage. Well equipped, popular school in favoured area. Excellent career opening for a newly qualified teacher.
Apply to the Headmaster by letter for details. SAE please. (12084) 131022

By Subject Classification

Art and Design

Heads of Department

HOUNSLOW
Re-Advertisement
THE GREEN SCHOOL FOR GIRLS
Busch Corner, Isleworth, Middlesex TW7 5BB
Tel: 01-568 3137
(Voluntary Aided Church of England)
Headteacher: Mrs. J.A. Bartlett, B.Sc.
Required for September 1986 an imaginative, experienced and energetic Head of Art and Craft, Scale III.
The successful candidate will be expected to contribute to developing the Art and Craft programme throughout the school from 1st to 6th Form. At Sixth Form level the school is part of a consortium with a boys and a mixed school.
LONDON ALLOWANCE PAYABLE £678.
CLOSING DATE: 17.3.86.
Letters of application to the Headmaster at the school enclosing a curriculum vitae, a stamped addressed envelope and the names of two referees.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (16541) 131218

OLDHAM
METROPOLITAN BOROUGH

THE RADCLYFFE SCHOOL
Hunt Lane, Chadderton, Oldham

HEAD OF DESIGN FACULTY - Scale 4

Required for September 1986. A lively, forward-looking, flexible person is required to lead a large team of Design teachers.

Application forms/further details (sae) from the Head at the school returnable to him by 21st March 1986.

An Equal Opportunity Employer. (17503) 131218

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
VINTERS BOYS SCHOOL
Huntsman Lane, Maidstone, Kent ME14 5DT
Roll 930 - All ability intake
Teacher of Pottery Scale 2 required September 1986. A competent and imaginative potter to be the Ceramics specialist in a Design Faculty of eight this 11 - 17 High School.
SAE for further details and application form to Headmaster. (12085) 131220

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
KIRKBY STEPHEN GRAMMAR SCHOOL
Kirkby Stephen, Cumbria CA17 4HA
(Mixed Comp. 11 - 18 NOR 400)
Required for September 1986, a teacher of Creative Arts and Boys' P.E. and Games. (Scale 1). The post will initially involve about Equal Teaching time in both Area's.
Application forms and further details from the Head at the school to whom applications should be returned within two weeks of the appearance of this advertisement. (S.A.E. Please). (98228) 131222

STATES OF GUERNSEY
ST. PETER PORT SECONDARY SCHOOL
Required with effect from 1st September, 1986 a Scale I teacher for Art. An ability to help with one or more of the following would be an advantage:
(i) Photography,
(ii) Pottery,
(iii) Screen printing.
Application forms are available from the Director of Education, Education Department, P.O. Box 32, La Couperderie, St. Peter Port, Guernsey, to whom completed forms should be returned by Friday, 28th March 1986. (13909) 131222

Commercial Subjects

Scale 1 Posts

NORFOLK

EARLHAM SCHOOL
Earlham Road, Norwich NR4 7NU

TEACHER OF COMMERCIAL SUBJECTS

Required from 1st September, 1986 to take sole responsibility for these subjects. The successful applicant must show a willingness to pursue new courses including word processing.

Application forms and further details can be obtained from the Headteacher at the School, (s.a.e. please). (16387) 131822

Computer Studies

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell MK16 0BJ
(mixed comprehensive - approximately 1610 on roll)
TEACHER-IN-CHARGE OF COMPUTER STUDIES
Required from September 1986, an enthusiastic and capable teacher to take charge of computer studies teaching in a school that is exceptionally well equipped with substantial support from local industry and commerce. Scale 2.
Ousedale School is situated on an attractive site just outside the city of Milton Keynes.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Headteacher, M. Cole B.A., on receipt of a foolscap stamped addressed envelope. (17381) 132020

CAMBRIDGESHIRE
(Equal Opportunity Employer)
BOTTISHAM VILLAGE SCHOOL
Bottisham, Cambridge CB5 9DL
Required for September, enthusiastic Teacher, Scale 2, to take charge of and develop COMPUTING throughout the school, a 6th form entry comprehensive school, 7 miles from Cambridge.
Further details (foolscap S.A.E.) from the Warden, to whom application should be made by letter enclosing full c.v. and names and addresses of two referees, by 17th March. (17276) 132020

HAVERING
THE LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided. 6 F.E. Mixed. 250+ in Sixth Form
Required for September, 1986, a graduate to assist in the teaching and development of Computer Studies throughout the school. The department offers general interest courses to the First and Third Year and 'O' level, C.S.E., and 'A' level G.C.E. as options in the Fourth Year and Lower Sixth. The department is also responsible for developing the use of computers across the curriculum.
The school is well equipped with over 25 B.B.C. micros, with E-net network to a hard disk. A purpose built Computer Block is under construction - to be opened in September 1986.
The post will involve some Mathematics teaching and a Scale 2 is available for a suitably qualified person. The ability to offer games would be an advantage.
Please apply in writing to the Headmaster with full curriculum vitae and names of two referees.
London Allowance - £678. Help with removal expenses in approved cases. (16764) 132020

STAFFORDSHIRE
CITY OF STOKE ON TRENT SIXTH FORM COLLEGE
Victoria Road, Fenton, Stoke on Trent ST4 2RR
Required for September, 1986 a well qualified teacher of COMPUTER STUDIES (Scale 3) to G.C.E. 'A' Level. Willingness to help with Mathematics and with extra-mural activities a recommendation.
Application forms and further details may be obtained from the Principal at the College (s.a.e.).
Canvassing will disqualify.
Give names/addresses of two referees.
Closing date 10 days from publication.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (17270) 132020

SUFFOLK
COUNTY COUNCIL
STOKE HIGH SCHOOL
Maidenhall Approach, Ipswich IP2 8PL
11 - 16 mixed comprehensive roll 874
Required September 1986 CO-ORDINATOR OF COMPUTER EDUCATION Scale 3, an experienced teacher to be responsible for the organisation and development of the use of computers across the curriculum; and to take charge of the Computer Studies and Information Technology Courses operating in the school which has a network of 16 480Z Computers and a global network to 42 stations.
Application forms and details obtainable from the Head at the school, s.a.e. please, closing date 21st March 1986. (17816) 132020

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent ME10 4DB
Required in September at this 4-form entry, selective school for boys, graduate for Computing to at least 'O' Level. Excellent equipment.
Applications (no forms) direct to the Headmaster at the school.

GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Required for Easter or September a well qualified Teacher of Computer Studies to work in an excellent well-equipped department. This is an opportunity to support the Head of Department in the development of Computer Studies throughout the school. Opportunity to teach at all levels through to Sixth Form. Suitable for first teaching appointment. Excellent facilities on a pleasant and attractive site.
Applications to Mrs. D.E. Snape, Headteacher, Rainham School For Girls, Derwent Way, Rainham, Kent ME8 0BX from whom further details and application form may be obtained. (SAE please).

SWALE DIVISION
THE SHEPPEY SCHOOL
Fully comprehensive mixed upper school 13 - 18 years. 1650 on roll.
Scale 1. An enthusiastic, resourceful teacher of COMPUTER STUDIES is sought who will be involved in I.T. short courses, C.S.E. and eventually 'A' level courses.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ, immediately please. (12086) 132022

Craft, Design & Technology

Heads of Department

ESSEX
RICKSTONES SCHOOL
Conrad Road, Witham
Tel: 0376 515756
(Roll 667)
HEAD OF TECHNOLOGY, Scale 3
(Re-Advertisement)
Previous applicants will be considered
Required September, 1986, at this purpose-built comprehensive school which opened in 1977, a suitably qualified and experienced teacher to make a significant contribution to the organisation of this successful department. An interest in Science and use of Computers in technology an advantage.
Apply to the Headteacher at the school for further details and an application form (foolscap s.a.e. please). (17780) 132118

NEWHAM
LONDON BOROUGH OF NEWHAM
LISTER COMMUNITY SCHOOL
St. Mary's Road, London E13 9AE
Head Teacher: Mr. P.J. Thomas
Number on Roll: 1020
HEAD OF TECHNICAL STUDIES Scale 3
Required September 1986 or as soon as possible.
A well qualified and suitably experienced teacher of C.D.T. required to take responsibility for an important department within a Design Faculty which is moving from a craft-based to a problem-solving approach.
Visits welcome.
London Allowance: £1038 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 18th March, 1986.
Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority. (17234) 132118

WEST YORKSHIRE
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
HEMSWORTH HIGH SCHOOL
(13 - 18, 1365 on roll)
Required for September 1986 - HEAD OF DESIGN (CRAFT, DESIGN TECHNOLOGY) Scale 3 to run a department of 4 staff operating courses at all levels.
Application forms and further details available (on receipt of a s.a.e.) from the Chief Education Officer, 8 Bond Street, Wakefield, to be returned by 19th March 1986, to the Headmaster, Hemsworth High School, Station Road, Hemsworth, Pontefract WF9 4HW. (98249) 132118

Scale 2 Posts and above

CUMBRIA
COUNTY COUNCIL
NETHERHALL SCHOOL
Maryport, CA15 6NT
11 - 18 Mixed Comprehensive. N.O.R. 1050
Required for September 1986, Assistant Teacher of CRAFT, DESIGN AND TECHNOLOGY, SCALE TWO. Experience in Pre-Vocational Courses would be an advantage.
Comprehensive letter of application, including the names and addresses of two referees to the Head at the school as soon as possible. (17793) 132120

ESSEX
THE SANDON SCHOOL
Molrams Lane, Chelmsford CM2 7AQ
Tel: Chelmsford 73611
(Roll 1300)
C.D.T., SCALE 2
Required April/September, 1986, experienced teacher to work in very successful progressive department up to and including Sixth Form, with particular reference to Graphics.
Apply by letter to Headteacher with c.v. (foolscap s.a.e. please). (17785) 132120

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton SM5 2QX
CRAFT, DESIGN & TECHNOLOGY Scale 2
A full-time teacher is required from the beginning of the Summer Term onwards to join the creative Arts Department, which is a flourishing one, achieving good academic results.
You would be expected to take charge of Craft, Design & Technology, to develop courses in that area and to take some Art lessons. There is a new workshop for C.D.T. which is very well equipped, together with Technician support.
Candidates should apply as soon as possible by letter, including c.v. with names and addresses of two referees to The Headteacher. (17229) 132120

Scale 1 Posts

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CITY OF ELY COLLEGE
(GROUP 11)
Required for September, in this new College following reorganisation Teacher of Craft, Design and Technology (Scale 1). The College is 11 - 18 with 1200 on roll next September.
Application forms and details from the Principal, City of Ely College, Downham Road, Ely, Cambs. CB6 2SH (SAE please). Closing date 21st March. (17536) 132122

BARNET
LONDON BOROUGH
CHRIST'S COLLEGE
Hendon Lane, Finchley, London N3 1SA
Tel: 01-346 1607
Boys' Comprehensive. Roll 920. Sixth Form 180
Required April, 1986, or soon as possible thereafter, teacher for TECHNICAL SUBJECTS (Scale 1) to join team engaged in Multi-Media work, teaching DESIGN AND TECHNOLOGY (London) to A-level, GRAPHICAL COMMUNICATION to O-level and DESIGN AND TECHNOLOGY CSE Mode 3. Suitable for recently qualified teacher or teacher in training.
Removal expenses and separation allowances available.
Application forms and further details available from Head Teacher, (S.A.E.) to whom completed forms should be returned as soon as possible. Director of Educational Services. (16567) 132122

CUMBRIA
COUNTY COUNCIL
SOLWAY SCHOOL
Silloth, CA5 4DR
11 - 16 Mixed Comprehensive. N.O.R. 570
Required for September, 1986, Assistant Teacher of CRAFT, DESIGN AND TECHNOLOGY, SCALE ONE. Experience in Electronics would be an advantage.
Application forms and further details from Acting Head at the school to whom completed forms should be returned by 27th March, 1986 (SAE please). (17794) 132122

DUDLEY
NEW ENTRANT TEACHERS of Mathematics or CDT.
See advertisement under Secondary/Maths/Scale 1. (17522) 132122

ESSEX
THE GREENSWARD SCHOOL
Greensward Lane, Hockley SS5 5HG
Tel: Southend 202571
(Roll 1030)
TEACHER OF C.D.T., Scale 1
Required as soon as possible to work in a well established department.
Write directly to the Headteacher including curriculum vitae (foolscap s.a.e. please). (17753) 132122

HAVERING
LONDON BOROUGH
SANDERS DRAPER SCHOOL
Suttons Lane, Hornchurch RM12 6RT
Tel: Hornchurch 43066
(Roll 898 Mixed)
Headteacher: G.A. Macalpine, M.A., M.Sc.
Required for September 1986, Scale 1 Teacher of CDT to contribute to innovative and integrated work which is giving the subject a central role in our curriculum. Sanders Draper School is a five minute walk from Hornchurch Station on the District Line.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (17281) 132122

HERTFORDSHIRE
LONGDEAN SCHOOL
Bennetts End, Hemel Hempstead, Herts.
Group 12 (1220 pupils, 158 in VIth Form)
An enthusiastic teacher of C.D.T., Scale 1, is required as soon as possible. A metalwork specialist would be particularly welcomed, but this is not essential.
The whole range of C.D.T. subjects is taught and this post will provide and excellent opportunity for career development in a well established department.
Apply by letter to the Headmaster with full curriculum vitae and the names and addresses of two referees. (16990) 132122

HOUNSLOW
THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middlesex
Tel: 01-572 4411
HEAD: Geoffrey J. Samuel, J.P., M.A., F.B.I.M., F.R.S.A.
Roll 1245 (including 6th Form of 195)
Required for September, 1986 for this mixed comprehensive school which opened in 1973 and is situated on the edge of Hounslow Heath.
A Teacher of CRAFT, DESIGN AND TECHNOLOGY (Scale 1/2).
Applications are invited from candidates interested in joining a successful and dynamic department. There is a modern workshop suite with a high standard of equipment. C.D.T. is taught to all first and second year pupils and is part of an option system in year three.
A modular approach towards C.D.T. has recently been introduced and operates in the first three years: Modules include graphics, electronics, technology and design projects.
On the introduction of the new G.C.S.E. examination the department plan to offer all three subjects under the C.D.T. heading - Design and Communication, Design and Realisation, Design and Technology. Pre-vocational courses operate in years four, five and sixth. 'A' level Design and Technology has been taught successfully for a number of years and is well established.
Opportunities will exist for the successful candidate to teach pupils throughout the full age range.
A Scale 2 is available for a suitable candidate.
Letters of application (no forms) to the Head at the school within seven days giving details of qualifications and the names of two referees.
London allowance £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (17391) 132122

SECONDARY CRAFT DESIGN & TECHNOLOGY
continued

HAMPSHIRE
HARDLEY COMPREHENSIVE SCHOOL
Long Lane, Fawley, Southampton
N.O.R. 830 approx.
SCALE 1 TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
Applications are restricted to students seeking a first teaching appointment. Required September 1986.
S.a.e. (f) to Headteacher for further details. (17289) 132122

HRTFORDSHIRE
ST. JOAN OF ARC RC SCHOOL
High Street, Rickmansworth
Required September, Teacher of CDT. An ability to teach across the curriculum of Woodwork/Metalwork/Technology/Graphics to O level with a special interest in graphics or technology. Fully equipped workshops.
Scale 1 + London Fringe Allowance £264.
Apply by letter to Acting Headmaster giving curriculum vitae and names and addresses of two referees. (17555) 132122

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DANE COURT GRAMMAR SCHOOL
Broadstairs Road, Broadstairs, Kent CT10 2RT
TEACHER OF CRAFT, DESIGN & TECHNOLOGY - SCALE 1
Required for September 1986, a teacher of Craft, Design and Technology to be part of a team in a well established department, to teach to 'O' and 'A' level. This is an excellent opportunity for a well qualified teacher to acquire experience in a 5 form entry, 11 - 18 grammar school. A commitment to the structured design approach in both craft and technology and a knowledge of computer aided design would be an advantage.
Dane Court is a co-educational, selective school (top 24%) of 1087 pupils (230 in the Sixth Form) housed in modern buildings in a pleasant residential district. The staff have declared their Common Rooms no-smoking areas.
Applications by letter, giving the names and addresses of two referees and enclosing a curriculum vitae, should be sent to the Headmaster by 24th March 1986.

CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Whitstable
(Co-educational non-selective school 11 - 17, roll 970)
Temporary full-time qualified teacher required for the Summer Term 1986 only for Craft Design Technology. Scale 1 post.
Apply by letter, with curriculum vitae and two referees, to the Head Teacher at the school in Bellevue Road, Whitstable (Tel: 272362) enclosing a s.a.e. for further details). (12087) 132122

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe Leicester LE8 5PR

(14 - 18 Upper)

ROLL 1086

CRAFT, DESIGN & TECHNOLOGY

SCALE 1

Required September:

a) Teacher of 3D design to work in multi-media design workshop. An interest in promoting, designing and making for girls would be an advantage.

b) Required from September, a teacher of Technical & Graphic Design to work with a large team of design teachers committed to linking specialisms and the development of design across the department for all students.

The department is involved in a number of interesting initiatives and there is considerable scope for personal and professional development.

Please contact the Headteacher for further details and application forms (S.A.E.). (17770) 132122

SHROPSHIRE
EDUCATION COMMITTEE

EQUAL OPPORTUNITIES EMPLOYER

PRIORY SCHOOL
Longden Road, Shrewsbury

4 Form Entry Mixed All Ability

Required for the summer term or as soon afterwards as possible energetic teacher of Craft, Design and Technology (Scale 1), temporary for one year in first instance. To join expanding department in modern accommodation and share the teaching of a design based syllabus to Ordinary Level.

Application forms and further details from the Head (SAE). (17816) 132122

LONDON EC2A
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required to begin in September 1986 or earlier if possible, in this Voluntary Aided 11 - 18 school, a Scale 1 Design Technology Teacher.
Letter of application for this post with full curriculum vitae, names and addresses of two educational referees and s.a.e. for further details to the Head within two weeks of the appearance of this advertisement. (16980) 132122

SUFFOLK
COUNTY COUNCIL
STRADBROKE HIGH SCHOOL
Stradbroke, Eye, IP21 5JN
11 - 16: 375 pupils Required for September 1986, Specialist Teacher, Scale 1, for Craft, Design and Technology. Purpose-built graphic communications room available in developing department committed to design, make, test, and evaluation philosophy.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.), to whom they should be returned. (17814) 132122

Economics & Business Studies

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GEOFFREY CHAUCER SCHOOL
Spring Lane, Canterbury, Kent
All-ability, 1200 pupils, Sixth Form 200
A teacher to take charge of Business Studies is required for September (Scale 3) to teach to GCSE and 'A' level. The application of Information Technology to Business Studies will be an important feature of the work as will participation in TVEI.
This is an excellent opportunity to develop an exceptionally well resourced and new department.
Letters of application giving views on business studies should be submitted to the Headmaster, with c.v. and naming two referees. Further details may be obtained (Tel: 0227 66245) quoting Hu/3/86. (12088) 132220

Scale 1 Posts

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CITY OF ELY COLLEGE
(GROUP 11)
Required for September, in this new College following reorganisation Teacher of Business Studies (Scale 1).
The College is 11 - 18 with 1200 on roll next September.
Application forms and details from the Principal, City of Ely College, Downham Road, Ely, Cambs. CB6 2SH (SAE please). Closing date 21st March. (17534) 132222

HAVERING
LONDON BOROUGH
FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford RM1 2RR
Tel: Hornchurch 47368
(Roll 1116 Girls')
Headteacher: Mrs. J. IrwinHunt, M.A.
Scale 1 teacher of Business Studies required for April 1986. Ability to teach Typing and Shorthand essential.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (17279) 132222

HAVERING
THE LONDON BOROUGH OF HAVERING
THE COOPERS' COMPANY AND COBORN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided. 6 F.E. Mixed. 200+ Sixth Form
Required for September, 1986, a graduate teacher of Economics and/or Politics, Scale 1, to join a large, successful and innovative department. Courses include: Third Year Introductory Politics and Economics (using the Economics 14 - 16 project), Fourth Year core course in Personal Budgeting, 'O' level/ CSE British Industry Society.
Considerable numbers take 'A' level Economics and/or Politics, up to Oxbridge entrance.
This post, for September, would suit a probationer. Political theory would be an advantage.
Please apply in writing to the Headmaster with full curriculum vitae and the names of two referees.
London Allowance £678. Help with removal expenses in approved cases. (17745) 132222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent ME10 4DB
Required in September at this 4-form entry, selective school for boys, graduate for Economics. Ample 'O' and 'A' Level work.
Applications (no forms) direct to the Headmaster at the school. (12089) 132222

HERTFORDSHIRE
ST. MARY'S HIGH SCHOOL
(Church of England)
Churchgate, Cheshunt, Herts. EN8 9ED
Group 10
All-ability School - 840 Boys & Girls 11 - 18
Required for September 1986 - Full-time or part-time teacher (Scale 1) in the Business Studies Department. The person required should be able to teach typing/keyboarding and either Commerce or Business Studies. An interest in C.P.V.E. will be an advantage as will a flexible approach to an expanding department.
Other subjects which can be offered, and a statement of interests, should be sent in a letter of application to the Headmaster. Please include the names, addresses and positions of two academic referees.
St. Mary's High School is a Church of England (Voluntary) School and teachers should be in sympathy with the aims of the School. However, membership of any church is not required.
All applications should be made by Friday, 28th February. Interviews will be held the following week. Telephone enquiries to the Head or Deputies on Waltham Cross 29124 may be made before writing an application. (17558) 132222

HERTFORDSHIRE
THE BISHOP'S STORTFORD HIGH SCHOOL
London Road, Bishop's Stortford, Herts. CM23 3LU
Tel: 0279 54827
11 - 18 Hertfordshire School 800 Boys
ECONOMICS GRADUATE required for September 1986.
A well qualified Economics graduate is required to teach to Scholarship level. A high proportion of the timetable will consist of A and GCSE work. Academic rigour and a lively participation in school life - sport (especially rugby), music, debating and so forth - are the qualities sought.
Full details are available from the Headmaster (telephone or s.a.e. please) to whom application should be made by letter, including a curriculum vitae and the names of two referees within ten days of the appearance of this advertisement.
London Fringe Allowance. (17561) 132222

NORTH YORKSHIRE
COUNTY COUNCIL
ST AIDANS CE HIGH SCHOOL
Oatlands Drive, Harrogate HG2 8JR
Required for September 1986 Scale 1 Economist to teach ECONOMICS to 'A' Level. An interest in teaching History in years 1 - 5 would be extremely useful.
Apply in writing to the Headmaster at the school giving full curriculum vitae and the names and addresses of two referees. (17583) 132222

NORTH YORKSHIRE
COUNTY COUNCIL
HARROGATE GRAMMAR SCHOOL
Arthur's Avenue, Harrogate HG2 0DZ
Comprehensive, co-educational, 1550 on roll, 11 - 18
Required for September 1986, well qualified ECONOMICS graduate to teach throughout the school to Advanced level and University entrance. Scale 1 post. This is a very popular and successful subject from the 4th year upwards, and the department has, in a short time, built up a strong tradition of high standards coupled with much enjoyment. Willingness to offer a second subject essential.
Apply by letter as soon as possible to the Headmistress at the school, enclosing curriculum vitae and the names of two referees, and stating clearly the second subject offered. Closing date 17th March, 1986. (17581) 132222

NORTHUMBERLAND
CRAMLINGTON COUNTY HIGH
Highburn, Cramlington NE23 6BN
Group 12 13 - 18
Comprehensive. 1370 pupils inc. 135 in Sixth Form
BUSINESS STUDIES TEACHER (Scale 1)
Required from September 1986. The successful candidate will be expected to involve themselves in TVEI sponsored developments, CPVE and BTEC General.
Removal expenses and lodging allowance may be payable.
For application forms and further details send a foolscap sae to the above address to which forms should be returned within 14 days. (98232) 132222

OXFORDSHIRE
COUNTY COUNCIL
BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham Road, Burford, Oxford OX8 4PL
(Roll 1135 6th form 180)
Required from September, 1986 for two terms, due to secondment a temporary Scale I or II Teacher of Economics and Business Studies at this rural comprehensive co-educational school. It is hoped that the person appointed will also be able to teach office skills. The subject area is highly successful and makes a major contribution to the upper school to Scholarship level.
Applications in writing to the Head naming two referees and enclosing curriculum vitae. SAE please. (15790) 132222

OXFORDSHIRE
COUNTY COUNCIL
BARTHOLOMEW SCHOOL
Witney Road, Eynsham, Oxford
11 - 18 mixed comprehensive 980 on roll
Required for the Summer Term, a temporary Teacher (Scale 1) of Economics and Typewriting, to teach Economics to G.C.E. Advanced level as well as Typewriting. This temporary post could lead to a permanent appointment. The post could be divided into two part-time posts, with Typewriting (0.4) and Economics and Commerce (0.6).
Apply by letter with names of two referees, to the Headteacher immediately, enclosing a SAE for further details, and stating clearly for which post you wish to apply. (17451) 132222

SURREY

GUILDFORD HIGH SCHOOL

(Church Schools Company Ltd.)

Part-time ECONOMICS teacher required for September.

Details in Independent section. (98203) 132222

English

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
THE NORTH SCHOOL FOR GIRLS
Essella Road, Ashford
Roll: 870
Required for September 1986: Head of English, Scale 4.
A well qualified, hard-working and creative person, able to lead a team of eight to increased achievements by example and commitment.
Application forms and further details from The Headteacher, The North School For Girls. (12090) 132418

Scale 2 Posts and above

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CITY OF ELY COLLEGE
(GROUP 11)
Required for September, in this new College following reorganisation Teacher of English (Scale 3) to act as second in the Department. The College is 11 - 18 with 1200 on roll next September.
Application forms and details from the Principal, City of Ely College, Downham Road, Ely, Cambs. CB6 2SH (SAE please). Closing date 21st March. (17535) 132420

DORSET
GLENMOOR SCHOOL FOR GIRLS
Beswick Avenue, Ensbury Park, Bournemouth BH10 4EX
(686 on roll, Group 9)
Required for September, 1986, an experienced graduate to be second in the English Department of this bilateral school to teach within the full ability range. Scale 2.
Further particulars and application forms from the Headmistress, on receipt of s.a.e.
Closing Date 21st March, 1986. (16536) 132420

ESSEX
COUNTY HIGH SCHOOL FOR GIRLS
Broomfield Road, Chelmsford CM1 1RW
Tel: Chelmsford (0245) 352592
(Roll 645)
ENGLISH TEACHER/LIBRARIAN, Scale 3
Required September, 1986. Honours graduate to teach English throughout school to Oxbridge and to take charge of Library. School Librarian qualification desirable.
Please apply direct to Headteacher with details of age, qualifications, teaching experience and names of two referees (foolscap s.a.e. please). (17784) 132420

REDBRIDGE
CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford IG5 0QW, Essex
Tel: 01-551 4415
Head: P.E.A. Birchinall, B.A.
Required for September 1986 or sooner: teacher of ENGLISH for this 11 - 18 comprehensive school, to teach throughout all age and ability ranges. The successful applicant will be asked to undertake special responsibilities within the department according to interests and experience.
The post is on Scale 2 with Outer London Allowance. Removal expenses and other fringe benefits available in approved cases. (17481) 132420

WEST SUSSEX
BOGNOR REGIS COMMUNITY COLLEGE
Westloats Lane, Bognor Regis PO21 5LH
(Group 12, Comprehensive, 11 - 18 years, 1650 on roll)
Required September, 1986, an enthusiastic well qualified and experienced graduate teacher of English to be second in English Department (Scale 3).
The successful applicant will be expected to teach to Oxbridge Entrance level and to fulfil a substantial and creative role in the organisation and development of the department.
Form and details from Headmaster at school on receipt of s.a.e. (17360) 132420

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS
Primary

TIVERTON ST JOHN'S RC (AIDED 5-8 YEARS) FIRST SCHOOL
Melbourne Street, Tiverton EX16 5LA. (Roll 89)
HEADTEACHER – GROUP 2 (£9,990 – £11,073)
Required September 1986 a practising Catholic for this three class school. Previous applicants will be re-considered. Application forms (SAE required) from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter EX1 1SU. Closing date 21 March 1986.

AXMINSTER ALL SAINTS C OF E (AIDED) PRIMARY SCHOOL
Smallridge, Axminster EX13 7LX. (Roll 17)
HEADTEACHER – GROUP 1 (£9,573 – £10,683)
Required September 1986 practising communicant member of the Church of England preferred. Application forms and further details (SAE required) from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter EX1 1SU. Closing date 21 March 1986.

DEPUTY HEADTEACHERS
Secondary

DAWLISH SCHOOL
Elm Grove Road, Dawlish EX7 0BY. (Roll 793)
FIRST DEPUTY HEAD – GROUP 10
Required for September 1986 a successful, committed and enthusiastic teacher to join the Senior Staff team of the school. Within this team the person appointed will carry major responsibility for the curriculum and its resourcing; encouraging curricula development; evaluation and assessment. It is also hoped to develop further links between the pastoral and academic aspects of the school. Closing date 21 March 1986.

DEPUTY HEADTEACHERS
Primary

PLYMOUTH, HYDE PARK JUNIOR SCHOOL
Hyde Park Road, Mutley, Plymouth PL2 4RF. (Roll 326)
DEPUTY HEAD – GROUP 6
Required September 1986. Applicants will be required to make significant contribution to the curricular developments and share responsibility for the organisation and management of the school. Closing date 21 March 1986.

BERE ALSTON PRIMARY SCHOOL
Bere Alston, Yelverton PL20 7AU. (Roll 235)
DEPUTY HEAD – GROUP 4
Required September 1986. Applicants must have wide experience across the primary age range and be prepared to teach any age group also able to make significant contribution to the curricular developments and share responsibility for the organisation and management of the school. Applications are restricted to permanent teachers currently employed by Devon. Closing date 14 March 1986.

MORETONHAMPSTEAD PRIMARY SCHOOL
Moretonhampstead, Newton Abbot TQ13 8LL. (Roll 142)
DEPUTY HEAD – GROUP 3 MUSIC/ART/CRAFT
Required for September 1986. Ability to co-ordinate and develop vertically grouped infant suite. Interest in home school liaison. Closing date 21 March 1986.

HARBERTONFORD C OF E (AIDED) PRIMARY SCHOOL
Harbertonford, Totnes TQ9 7TA. (Roll 127)
DEPUTY HEAD GROUP 3
Required September 1986. Closing date 21 March 1986.

SCALE POSTS
Secondary

KINGSBRIDGE SCHOOL AND COMMUNITY COLLEGE
Kingsley Road, Kingsbridge TQ7 1EY. (Roll 1056)
SCALE 3 – HEAD OF MUSIC
Required September 1986 an enthusiastic and dedicated musician able to organise and direct musical opportunities within the school and community college. The person appointed will be expected to teach music throughout the school, prepare pupils for public examinations and develop further choral, orchestral and other musical activities. Music is based in the new Arts Centre at the Lower School. Young musicians with less experience could apply for a Scale 2 post. Closing date 21 March 1986.

TEIGNMOUTH HIGH SCHOOL AND COMMUNITY COLLEGE
Exeter Road, Teignmouth TQ14 9HZ. (Roll 1100)
SCALE 3 – SPANISH
Required for September 1986 to be responsible to the Head of Modern Languages for Spanish throughout the school from September 1986. Ability to offer French desirable, though not essential. Closing date 21 March 1986.

SIDMOUTH (11 – 18 COMPREHENSIVE AND COMMUNITY) COLLEGE
Primley Road, Sidmouth EX10 9LG. (Roll 845)
SCALE 2 – HEAD OF SUPPORTIVE EDUCATION
Required for September 1986 to lead the provision for pupils with learning difficulties and special needs. Closing date 21 March 1986.

SCALE POSTS
Primary

BIDEFORD, EAST THE WATER PRIMARY SCHOOL
Mines Road, Bideford EX39 4BX. (Roll 264)
SCALE 1 JUNIORS READVERTISEMENT
Required April or September 1986 a teacher for juniors with interest in visual/creative arts and/or science. Closing date 21 March 1986.

HONITON PRIMARY SCHOOL
Clapper Lane, Honiton EX14 0ER. (Roll 420)
SCALE 1 – INFANTS GENERAL
Required September 1986
Applications from 1986 college leavers will be welcomed.
Closing date 21 March 1986.

DEVON

SECONDARY ENGLISH
continued

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BABINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ
(11 - 18 Secondary)
ROLL 930 rising to 1200
ENGLISH
Scale 3
Re-advertisement

Required April or September, 1986, an experienced and successful teacher of English to assist with the development of the curriculum within the Communications Faculty.

Please contact the Headteacher for further details and application forms (S.A.E.). (17769) 132420

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
COPLAND HIGH SCHOOL
Cecil Avenue, Wembley, Middx. HA9 7DX
Tel: 01-902 6362
Roll: 900 - (Social Priority School)
Required for April 1986 or as soon as possible thereafter - TEACHER of ENGLISH (Scale 1). The successful candidate would be required to teach the full age and ability range and to take an interest in the teach of Drama. The English Department works as a team in developing programmes of work and classroom materials. An awareness of race and gender issues in English teaching is necessary.
Please state any other subjects that can be offered.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated application forms (SAE) obtainable from the Head Teacher returnable within 14 days. (17473) 132422

BRENT
LONDON BOROUGH
AYLESTONE COMMUNITY SCHOOL
Aylestone Avenue, NW6 7AD
Tel: 01-451 0088 or 0089 or 0080
Roll 650 + 150 Adult Day Students + 1500 Evening Adult Students
Required as soon as possible, graduate teacher of English (Scale 1) to teach throughout the school, including 6th Form and adult community students.
London Allowance of £1,038 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwide stated application forms (SAE) obtainable from the Head Teacher returnable within 14 days. (17637) 132422

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CITY OF ELY COLLEGE
(Group 11)
Required for September, in this new College following reorganisation Teacher of English, (Scale 1).
The College is 11 - 18 with 1200 on roll next September.
Application forms and details from the Principal, City of Ely College, Downham Road, Ely, Cambs. CB6 2SH (SAE please). Closing date 21st March. (17537) 132422

DORSET
BOURNEMOUTH SCHOOL
East Way, Bournemouth
Maintained Grammar School
910 boys - 305 in Sixth Form
Required September, 1986 for one year only (owing to the secondment of a member of the Department) a teacher of English to teach the subject up to and including 'A' Level. Scale 1. An ability to help with games would be an advantage but not an essential requirement.
Please apply direct to the Headmaster at the School, including a copy of your curriculum vitae and the names and address of two referees. (17597) 132422

DORSET
AVONBOURNE SCHOOL
Harewood Avenue, Bournemouth BH7 6NY
(NOR 1006)
Required from September, 1986, a teacher of English (Scale 1) to join a strong department at this 11 - 16 girls' bilateral school on the outskirts of Bournemouth. This is a permanent post. Applications from newly qualified teachers welcome.
Further details and application forms (foolscap s.a.e. please) available from the Headteacher, to whom applications should be returned by Monday, 24th March.
[illegible]

DORSET
EDUCATION COMMITTEE
STURMINSTER NEWTON HIGH SCHOOL
Bath Road, Sturminster Newton DT10 1DT
(11 - 16 Mixed Comprehensive, 600 on Roll)
Required for Summer Term, 1986, Teacher of English (Scale 1) to teach across the whole age and ability range. Willingness to assist with some careers work would be an advantage but is NOT essential.
Applications in writing to the Headteacher, with the names and addresses of two referees, as soon as possible. (17592) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
CHACE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3HQ
Roll 750
Required Easter, 1986, temporary teacher of ENGLISH and/or REMEDIAL EDUCATION, Scale 1.
This is a full-time post for one term but part-time applicants would be welcome to apply.
London Allowance £678.
Application forms (large S.A.E.) obtainable from, and to be returned to, the Headmaster at the School.
Closing date 21st March, 1986.
An equal opportunity employer. (16571) 132422

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
Headteacher: D.A. Steward, B.A.
(Roll 1120 Mixed)
Required immediately until July 1986 a temporary teacher of English, Scale 1 to cover a maternity leave of absence in a thriving and successful department. Examination classes are available for suitable applicant.

FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford RM1 2RR
Tel: Hornchurch 47568
Headteacher: Mrs. J.R. IrwinHunt, M.A.
(Roll 1116 Girls')
Required for September 1986, a Scale 1 teacher of English throughout this 11 - 18 girls' comprehensive school. A lively imaginative approach to the teaching of English is required.

SANDERS DRAPER SCHOOL
Suttons Lane, Hornchurch RM12 6RT
Tel: Hornchurch 43068
Headteacher: G.A. Macalpine, M.A., M.Sc.
(Roll 898 Mixed)
Required for September 1986, Scale 1 Teacher of English to teach throughout the age and ability range up to 'A' level. This is a well organised and successful department with a strong emphasis on literature.
Sanders Draper is a 5 minute walk from Hornchurch station on the District Line.
Letters of application for the above three posts enclosing full curriculum vitae and the names and addresses of two referees should be sent to the Headteacher of the school concerned. (17277) 132422

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEREFORD, THE BISHP OF HEREFORD'S BLUECOAT SCHOOL
Tupsley, Hereford HR1 1UU
(Voluntary Aided, Mixed 11 - 16, 1150 pupils)

A lively and imaginative teacher of English (Scale 1) required from September, 1986. An ability to help with games would be an advantage.

Further details available from the Headmaster (please send s.a.e.) Tel: Hereford 57481. (13617) 132422

HERTFORDSHIRE
ADEYFIELD SCHOOL
Longlands, Hemel Hempstead
Tel: 51805
All-ability Co-educational, 800 pupils, 11 - 18
TEACHER OF ENGLISH, (Scale 1)
A well-qualified teacher to join the English department, initially for the Summer Term only, following the promotion of the present member of staff to Head of Department. Teaching is across the age and ability range, up to and including 6th Form work.
(Outer Fringe Allowance £264 etc.)
Applications (no forms) to the Headmaster, giving curriculum vitae and names and addresses of two referees. Further details (SAE) from the school. (17553) 132422

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford
Roll: 1050 boys, 240 in 6th form
Required September, well qualified graduate to teach English throughout the school, in purpose built department which includes a fully equipped Theatre.
Scale 1 + London Fringe Allowance £264. Accommodation available.
Apply immediately to Headmaster giving full details of qualifications and interests, together with the names of two [illegible]

HERTFORDSHIRE
THE BISHOP'S STORTFORD HIGH SCHOOL
London Road, Bishop's Stortford, Herts. CM23 3LU
Tel: Bishop's Stortford (0279) 54827
11 - 19 School; 800 boys
ENGLISH GRADUATE
Young, lively applicant required for September 1986 to teach to Scholarship level. An interest in Drama (both curricular and extra curricular) would be appreciated, as would an ability to take Games especially rugby in a flourishing school society with a good English tradition.
Intending applicants are encouraged to acquire full details from the Headmaster (Tel: or s.a.e.). When application is made please include a curriculum vitae and the names of two referees (within eleven days of the appearance of this advertisement). (17570) 132422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber
Head Teacher: Mrs. A. Fraser
No. on roll: 1310
Required for the Summer Term, 1986 only, a temporary qualified Teacher of ENGLISH and R.E. (Scale 1) in this 11 - 18 mixed Comprehensive School Able to teach the full age and ability range.
Application forms and further details obtainable from the Head Teacher at the School (f.s.a.e. please) to whom completed forms should be returned no later than 17th March, 1986.
Humberside County Council is an Equal Opportunity Employer. (17105) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
ST. JOHN'S R.C. COMPREHENSIVE SCHOOL
Rochester Road, Gravesend DA12 2JW
Roll: 970 Mixed 11 - 18
Headmaster: Mr F.J. Clare, M.Ed., Dip. Ed.
Required for September, 1986, well qualified and energetic graduate teacher of English, Scale 1, to join a successful department of six specialist teachers. Willingness and ability to teach across the ability/age ranges is essential. Candidates should state any special interests enabling a full contribution to the Department.
Letters of application (no forms), including full c.v. and the names and addresses of two referees, to the Chairman of Governors at the School by Friday, 21st March, 1986. Further information from the School. (12091) 132422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
LIVERSEDGE SECONDARY SCHOOL
Roberttown Lane, Liversedge, West Yorkshire WF15 7LX
Ref: 1258
Required from 2nd June 1986, a temporary SCALE 1 teacher of ENGLISH to O/CSE (16 +) standard in this group 8 secondary modern school.
The post is temporary during the maternity leave of the permanent postholder. Previous applicants will automatically be considered.
Application forms from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (17717) 132422

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Wanted for September 1986 a Graduate to teach ENGLISH. Salary Burnham plus London Allowance on scale appropriate to experience. Single accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (17723) 132422

KIRLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BIRKDALE HIGH SCHOOL
Birkdale Road, Dewsbury WF13 4HQ
Ref: 1300
Required for the Summer Term a temporary teacher of ENGLISH, SCALE 1 in this multi-cultural 12 - 16 comprehensive school. The successful applicant will join a developing department, and there will be the opportunity to teach pupils of varying ability including those preparing for the 16+ examination.
Application forms (s.a.e. please) from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (17452) 132422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester LE8 5PR
(14 - 18 Upper)
ROLL 1086
ENGLISH
SCALE 1

Required for September, 1986, a teacher of English to GCSE and 'A' level. Countesthorpe is an established, innovative school and this post offers considerable scope for personal and professional development.

A commitment to student centred learning and a wide variety of English activities in which literature and oral work are major components is essential.

Please contact the Headteacher for further details and application forms (S.A.E.). (17771) 132422

NORTHUMBERLAND
CRAMLINGTON COUNTY HIGH
Highburn, Cramlington NE23 6BN
Group 12, 13 - 18
Comprehensive, 1570 pupils inc 135 in Sixth Form
ENGLISH TEACHER (Scale 1)
Required from September 1986, to join a large and enterprising faculty and to teach all age and ability ranges and to take an interest in a number of curriculum developments.
Removal expenses and lodging allowance may be payable.
For application forms and further details, send a foolscap sae to the above address to which forms should be returned within 14 days. (98231) 132422

REDBRIDGE
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, Essex IG2 7BT
Head: A.W. Steer, B.A.
Tel: 01-554 8935

Required for Summer term 1986: TEACHER OF ENGLISH (Scale 1, Temporary) for this 11 - 18 mixed comprehensive school. The successful candidate will teach across the age and ability range.

The post is on scale 1 with Outer London Allowance. Removal expenses and other fringe benefits in approved cases.

Please apply in writing to the Head at the school as soon as possible, giving full particulars and the names and addresses of two professional referees. (17484) 132422

V.S.O.
Please see display advertisement under 'overseas appointments'. (17602) 132422

SOUTH GLAMORGAN COUNTY COUNCIL

Llanishen High School, Cardiff
(11-18 Comprehensive) 7 Form Entry

(a) Head of Lower School: Senior Teacher Scale

To be responsible for the academic and social development of all pupils in Years 1, 2 and 3.

(b) Head of Upper School: Senior Teacher Scale

To be responsible for the academic and social development of all pupils in Years 4 and 5.

Application forms and further details may be obtained on receipt of a stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff, CF1 4JG, to whom applications should be returned within 14 days of the appearance of the advertisement.

Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability.

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
JOHN HUNT SCHOOL
Gibbons Road, Trench, Telford

Required from 1st May to cover maternity leave. Teacher of English for the full age and ability range.

Further details and application forms from the Head (SAE). (17073) 132422

SURREY
EDUCATION COMMITTEE
BISHOP WAND C OF E (AIDED) SCHOOL
Laytons Lane, Sunbury, Middx.
12 - 18 Mixed Comprehensive 600 on roll
Scale 1 temporary Teacher of ENGLISH required for the Summer Term 1986, to teach to 'O' and preferably 'A' level to a modern syllabus within a successful department.
Further details and application forms from the Headteacher. Tel: Sunbury 787537. (17330) 132422

Geography

Scale 1 Posts

BRENT
LONDON BOROUGH
CLAREMONT HIGH SCHOOL
Claremont Avenue, Kenton, Harrow, Middlesex HA3 UH
Tel: 01-204 4442/3993
Roll: 1100
Required as soon as possible a Scale 1 graduate teacher of Geography. Required within an active and successful department to teach to 16 + level with a responsibility for some 6th Form work in the future. An interest in field work and new development within the subject is essential. Please state second subject.
London Allowance of £1,038 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwide stated application forms (SAE) obtainable from the Head Teacher returnable within 14 days. (17640) 132622

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area
ST. IVO SCHOOL
St. Ives, Huntingdon, Cambs.
(1660 Mixed 11 - 18 Comprehensive)

Required for September Scale 1 GEOGRAPHY Teacher for one year during secondment.

Application forms and further details from the Headmaster (SAE please). (17519) 132622

EAST SUSSEX
HILLCREST SCHOOL
Rye Road, Hastings TN35 5DN
Comprehensive mixed, 11 - 18. Roll: 1200
From April 7: temporary Geography Teacher (Scale 1) for one term only to teach from years 1 to 5.
Letters of application (SAE please), together with the names and addresses of two referees, to the Headmaster as soon as possible. (17539) 132622

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, Edmonton N9 9T
Co-educational Voluntary Aided Grammar School.
Founded 1624 (Roll 1250)
Required April 1986, teacher of GEOGRAPHY, to teach throughout the School to 'O' and 'A' level. Governors would also consider applications for a temporary appointment.
London Allowance, £678.
Apply by letter to the Headmaster as soon as possible, enclosing a c.v. and names and addresses of two referees.
An equal opportunity employer. (17467) 132622

HARROW
EDUCATION COMMITTEE
NOWER HILL HIGH SCHOOL
Pinner Road, Pinner, Middlesex
TEL: 01-863 1306, 863 0877/8
GEOGRAPHY SCALE I
An enthusiastic temporary specialist teacher of Geography required for the Summer Term 1986. The successful applicant will be expected to work to 'O' level and CSE while making a contribution to the teaching of the subject in the Lower School. The willingness to offer Economics is desirable. The school is a 7/8 form entry 12 - 16 mixed comprehensive school in the pleasant suburb of Pinner with easy access to Central London.
Outer London Allowance payable.
Application forms from and to be returned to Headteacher by 19th March 1986. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (17801) 132622

HEREFORD AND WORCESTER
COUNTY COUNCIL
PERSHORE HIGH SCHOOL
Station Road, Pershore WR10 2BX
Required from September 1986 in this Comprehensive School of 1000 girls and boys, a graduate Geographer (Scale 1) to teach the subject throughout the school. The successful applicant will be expected to prepare candidates for both GCSE and A level examinations and to assist with fieldwork projects and fieldwork courses.
Further details and application forms from Headmaster upon receipt of a stamped addressed envelope. (17424) 132622

HERTFORDSHIRE
THE BISHOP'S STORTFORD HIGH SCHOOL
London Road, Bishop's Stortford, Herts. CM23 3LU
Tel: 0279 54827
11 - 18 Hertfordshire School, 800 boys
GEOGRAPHY GRADUATE required for September 1986 to teach to Scholarship level. The School is seeking a lively candidate with high academic standards, a genuine sympathy for the whole ability range and a willingness to participate fully in General Studies in Form VI. Contribution to sport especially rugby, and music or drama and so forth would be appreciated.
Candidates are encouraged to acquire full details (tel. or s.a.e.) before making application to the Headmaster by letter including a curriculum vitae and the names of two referees within eleven days of the appearance of this advertisement. (17560) 132622

KENT
GEOGRAPHY TEACHER required. See Sevenoaks School, Page 56. (17325) 132622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate, Kent
(Tel: (0843) 591075)
670 boys, 6th Form - 200
Required for September, two Geography graduates to teach throughout the School in lively, successful Department. One post will be permanent, the other for one year during a secondment. Advanced Level work available in the former and possibly a small amount in the latter. Full commitment to fieldwork and other extracurricular activities vital. Some possibility of higher scale for well-qualified candidates with successful teacher experience, but posts equally suitable for enthusiastic beginners.
Letters of application with CV and names and addresses of two referees to the Headmaster at the school by 21st March, 1986, making clear the post to which the application refers. (12092) 132622

WOLVERHAMPTON
BOROUGH OF WOLVERHAMPTON
EDUCATION COMMITTEE
Required from Easter 1986:
RE-ADVERTISEMENT
DEANSFIELD HIGH SCHOOL
GEOGRAPHY SCALE 1
Temporary full time teacher for one term only in this 11 - 17 mixed comprehensive which has excellent facilities in all areas of the curriculum, situated in the east of the borough with about 800 pupils on roll.
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR to be returned within 14 days of this advertisement. (SAE please).
Wolverhampton Council welcomes applications from all aspects of the community irrespective of an individual's sex, ethnic or colour and from people with disabilities who have the necessary attributes to do the job. (17306) 132622

History

Scale 1 Posts

BEXLEY
LONDON BOROUGH
HOWBURY GRANGE TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: Dartford 347851
A teacher is required as soon as possible to teach History and Boys P.E. The appointment will be for 1 term in the first instance.
Application form and further details available from the Head Teacher. (13629) 132822

CAMBRIDGESHIRE
(Equal Opportunity Employer)
PARKSIDE COMMUNITY COLLEGE
Parkside, Cambridge CB1 1EH
Required from September, teacher of HISTORY/CLASSICAL STUDIES (Scale 1) to join a team of teachers in this 11 - 16 Humanities Faculty in this comprehensive school 16 mixed comprehensive in centre of Cambridge.
Application forms and details from Principal (s.a.e. please). Closing date 21st March 1986. (17513) 132822

SECONDARY HISTORY
continued

EALING
LONDON BOROUGH
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell W7 1EU
1 term temporary contract required from Easter 1986 graduate able to teach History throughout the school. Scale 1 + £1,038 London Weighting.
Application forms from the Chief Education Officer, 79/81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 21st March 1986. (17641) 132822

ESSEX
THE BOSWELLS SCHOOL
Burnham Road, Chelmsford CM1 5LY
Tel: Chelmsford 264451
(Roll: 1300)
HISTORY TEACHER, Scale 1
Full-time temporary teacher required for Summer Term.
Curriculum Vitae and names of two referees to Headteacher (foolscap s.a.e. please). (17751) 132822

HAMPSHIRE
HARDLEY COMPREHENSIVE SCHOOL
Long Lane, Fawley, Southampton
(12 - 16) N.O.R. 830 approx.
SCALE 1
Teacher of History. Applications are restricted to students seeking a first teaching appointment.
Required September 1986.
S.a.e. (F) to Headteacher for further details. (17296) 132822

HERTFORDSHIRE
JOHN F. KENNEDY SCHOOL (R.C.)
Hollybush Lane, Hemel Hempstead, Herts. HP1 2PJ
5 F.E. mixed all-ability 11 - 18 school, 820 pupils on roll
Required Easter or September. R.C. Graduate teacher of HISTORY to share the teaching of the subject throughout the school, including examination work.
Salary Scale 1 with outer fringe weighting.
Applications to the Headmaster, with C.V. and the names of 2 referees. (17258) 132822

HOUNSLOW
THE FELTHAM SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 0167
11 - 18 Co-educational Comprehensive School
Number on roll 1300 (Sixth Form 125 and rising)
Headteacher: Paul M. Grant, B.Sc., Dip.Ed.
Required for Easter, 1986 Feltham School will be housed mainly in new buildings as a single site new purpose built Community School. The school offers exciting possibilities for career development in school and community for an energetic resourceful teacher.
Every member of staff contributes to the life and work of a year group.
LONDON ALLOWANCE PAYABLE £678.
Letters of application (no forms) to the Headteacher within seven days, giving details of qualifications, experience and the names and addresses of two referees.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (17392) 132822

LINCOLNSHIRE
BOSTON GRAMMAR SCHOOL
N.O.R. 554
Required for September 1986 for one year only, a Scale 1 temporary teacher for History. A graduate able to teach to 'A' level in this boys' selective school is preferred.
Further details and application form available on receipt of a SAE from the Headmaster at the School, South End, Boston, Lincs. PE21 6JY, to whom completed forms should be returned by Friday, 21st March 1986. (B1061). (17763) 132822

REDBRIDGE
BANCROFT'S SCHOOL
Woodford Green, Essex IG8 0RF
Independent, Coed. 700 pupils HMC

Required for September 1986 a graduate to teach History to all levels throughout the School and to join a thriving and energetic department with a fine record of A Level and university entrance success. The post will suit an able and enthusiastic teacher willing to be involved in the full range of school life.
Salary on Burnham Scale according to experience; substantial reductions for the education of children of staff and other fringe benefits.

Letter of application with curriculum vitae and names of two referees to the Head Master. Further particulars, available on request, will be sent to all applicants. (13633) 132822

SUFFOLK
COUNTY COUNCIL
KIRKLEY HIGH SCHOOL
Kirkley Run, Lowestoft NR33 0UQ
13 - 18, 1290 pupils
Required for September 1986, Scale 1, Teacher of History to teach School's Council History throughout the school to 16+ examination level. Some 'A' level teaching available for suitable candidates.
Application forms and further details from the Headteacher at the School (s.a.e please) to whom completed forms should be returned as soon as possible. (17807) 132822

Home Economics

Heads of Department

DORSET
AVONBOURNE SCHOOL
Harewood Avenue, Bournemouth BH7 6NY
N.O.R. 1006
Required from September, 1986, an enthusiastic teacher of Home Economics (Scale 2) to lead the development of new courses at this 11 - 16 girls' bilateral school situated on the outskirts of Bournemouth. The department has an excellent record of success in public examinations and this is an exciting opportunity for a capable young teacher to put lively ideas into practice. No requirement to offer Needlecraft/Textiles.
Further details and application form (foolscap s.a.e. please) available from the Headteacher to whom applications should be returned by Monday, 24th March. (17588) 133018

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE GIRLS' SCHOOL
Clarence Avenue, New Malden, Surrey KT3 3TU
Tel: 01-942 5672
Number on roll: 966 with over 100 in the Sixth Form
HEAD OF FACULTY OF HOME ECONOMICS, TEXTILES & DESIGN
For September 1986, or earlier if possible.
A specialist in Home Economics is sought for this exciting and challenging post in a sixth form entry 11 - 18 girls' school.
Scale 4 post. London Allowance £678.
Further particulars and application form from the Headmistress to whom completed forms should be returned by 19th March, 1986. (17623) 133018

Scale 1 Posts

BIRMINGHAM
KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS
Vicarage Road, King's Heath B14 7QJ
(Voluntary Aided Grammar School: 600 Girls)
Required for September 1986 Scale 1.
Teacher of Home Economics (at all levels with emphasis on textile work).
Further details available from the Headmistress (Tel: 021-444 2150) to whom applications should be made. (17645) 133022

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive mixed, 11 - 18. Roll: 1,400
From September: Home Economics Teacher (Scale 1).
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher. (17541) 133022

EAST SUSSEX
HILLCREST SCHOOL
Rye Road, Hastings TN35 5DN
Comprehensive mixed, 11 - 18. Roll: 1175
From September: lively and imaginative Teacher of Fabric (Scale 1) to be responsible for the subject within the Craft, Design & Technology Department. Part of the timetable will be in the Home Economics Department.
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher. (17538) 133022

LINCOLNSHIRE
TEACHER OF CREATIVE TEXTILES
ST PETER AND ST PAUL RC HIGH SCHOOL
Lincoln
BURNHAM SCALE 1 NOR 480

Required for September 1986. A suitably qualified teacher of creative textiles for a forward-looking Home Economics Department.

For forms/details send SAE to the school, St Peter & St Paul RC High School, Western Avenue, Lincoln LN6 7SX. Closing date 24 March 1986. (L544). (15767) 133022

NORFOLK
KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn PE30 2QB
Roll 1328 mixed (Group 12) 11 - 18 years (166 VI Form)

Scale 1 Home Economics (Permanent or Temporary)

Required April 1986.

Apply by letter, giving names of two referees and tabulated c.v. to the Acting Headteacher (as soon as possible) from whom further particulars are obtainable (s.a.e. please). (16585) 133022

SANDWELL
METROPOLITAN BOROUGH COUNCIL
HOLLY LODGE HIGH SCHOOL
(11 - 16 Comprehensive)

Required for Summer Term 1986. HOME ECONOMICS - Scale 1.

Interest in child care courses an advantage. Temporary during maternity leave.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Holly Lane, Smethwick, Warley, West Midlands.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (17305) 133022

SANDWELL
METROPOLITAN BOROUGH COUNCIL
MANOR HIGH SCHOOL
(11 - 18 Comprehensive)

Required for Summer Term 1986. HOME ECONOMICS - Scale 1.

Opportunity for 'A' level and City and Guilds work. Temporary one term post. Part time considered.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Friar Park Road, Wednesbury, West Midlands.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (17309) 133022

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, Telford

Required for September 1986 (one year temporary appointment in the instance), a Home Economics Teacher Scale 1 with ability to work in the following areas: Child Care, Textiles, Home Economics and Light Craft.

Application forms and details from the Head (SAE). (17615) 133022

SURREY
EDUCATION COMMITTEE
NORK PARK SCHOOL
Picquets Way, Banstead
Tel: Burgh Heath 59103
(12 - 18 Mixed Comprehensive. Group 10 NOR January 1986 720 inc. 84 in Sixth Form)
SCALE ONE teacher of Home Economics/Child Care required for April 1986 or September 1986.
Application form and further details from Headteacher. (17335) 133022

SURREY
EDUCATION COMMITTEE
THE WARWICK SCHOOL
Noke Drive, Redhill
Tel: Redhill 64386
(12 - 16 Mixed Comprehensive NOR 891)
SCALE I teacher required for September 1986 for Home Economics to all year groups up to 'O' Level and CSE and Child Care to CSE level.
The School has a strong and thriving HE Department.
Application form and further details from Headteacher. (17336) 133022

V.S.O.
Please see display advertisement under 'overseas appointments'. (17603) 133022

Humanities

Heads of Department

CUMBRIA
COUNTY COUNCIL
THORNCLIFFE SCHOOL
Thorncliffe Road, Barrow-in-Furness
(11 - 16 mixed, comp n.o.r. 1000)
Required from 1 September 1986, Head of Humanities Faculty Scale Four, to lead a large department in an interesting stage of curriculum development. Experience in integrated Humanities work essential.
Application forms and further particulars available from and returnable to the Head of the School by 21st March 1986. (s.a.e. please). (98295) 133218

Scale 1 Posts

HAVERING
LONDON BOROUGH
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
(Roll 1,120 Mixed)
Headteacher: D.A. Steward, B.A.
Required for April 1986, for 1 term, Scale 1 General Subjects Teacher in the field of Humanities.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher, as soon as possible. (17276) 133222

NORFOLK
DEREHAM NORTGATE HIGH SCHOOL
Cemetery Road, Dereham NR19 2EU
Scale 1 Teacher of Humanities required from September 1986. The ability to teach Sociology to 'A' level is essential.
Application forms obtainable, on receipt of a stamped addressed envelope from the Headteacher. (16588) 133222

OXFORDSHIRE
COUNTY COUNCIL
THE ICKNIELD SCHOOL & COMMUNITY CENTRE
Love Lane, Watlington, Oxford
Group 10
11 - 16. N.O.R. 900
Required from 8th April 1986 for the Summer Term only a temporary (0.85) Teacher of Humanities.
A teacher with an interest in teaching across the Humanities spectrum to take over a timetable consisting of History and Geography to 3rd year level, C.S.E. History and integrated World Studies at 4th year. Opportunity to offer a modular course based on personal interest to 4th and 5th years.
Creche available.
Applications with curriculum vitae to the Headteacher as soon as possible. (16729) 133222

Mathematics

Heads of Department

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE HOLLY HALL SCHOOL
Scotts Green Close, Russells Hall Estate, Dudley DY1 2DU
(12 - 16 co-ed, comp. Group 9)

For September HEAD OF MATHEMATICS (Scale 4). An innovator is sought to develop curricular schemes for whole ability range and to encourage links with other departments within School.

Details/Application forms (on receipt of s.a.e.) from and returnable to Headteacher as soon as possible. (17525) 133418

HAMPSHIRE
CAMS HILL SCHOOL
Rookery Grove, Fareham, Hants. PO16 8AH
11 - 16 mixed
Comprehensive - 890 on roll
Required September 1986 - HEAD OF MATHEMATICS - Scale 4.
Please apply to Headmistress for further details and application forms - on receipt of a s.a.e. Closing date 17th March 1986. (17292) 133418

HAMPSHIRE
RINGWOOD COMPREHENSIVE SCHOOL
Manor Road, Ringwood
(11 - 16)
N.O.R. 830 approx.
SCALE 4 HEAD OF MATHEMATICS
Well qualified experienced teacher required to lead established, successful department.
Required September 1986.
S.a.e. (F) to Headteacher for further details. (17290) 133418

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester LE8 5PR
(14 - 18 Upper)
ROLL 1086
HEAD OF MATHEMATICS
SCALE 4

Head of Mathematics required September. Countesthorpe is an established innovative school. The Mathematics department is undertaking interesting new developments, including practically based, investigative approaches. Experience in resourced based maths will be useful. The person appointed will also share a general responsibility for helping to plan the curriculum as a whole. The post offers extensive opportunities for personal and professional development. (Re-advertisement.).

Please contact the Headteacher for further details and application forms (S.A.E.). (17761) 133418

Scale 2 Posts and above

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
GSA - Independent - 775 girls
Required for September 1986 a graduate to join a department of eight to teach throughout the school from 11 year olds to Further Maths 'A' level, 'S' level and Oxford entrance.
Please see Independent section for full details. (12068) 133420

NORTH YORKSHIRE
COUNTY COUNCIL
ERMYSTED'S GRAMMAR SCHOOL
Gargrave Road, Skipton BD23 1PL
Required for September 1986 a MATHEMATICIAN, Scale 2 to teach up to and including GCSE in this small selective Grammar School for Boys (540 on roll). Some 6th Form teaching could be available to a suitably qualified and experienced applicant.
An ability to teach Computer Awareness to Junior forms and to assist with games and/or outdoor pursuits would be an advantage.
Please apply in writing enclosing a c.v. and s.a.e. to the Headmaster at the school. (17529) 133420

CROYDON
LONDON BOROUGH OF CROYDON
COLOMA CONVENT R.C. (GIRLS)
Upper Shirley Road, Croydon CR9 5AS
Tel: 01-654 6228
Tenable: 1st September 1986

Required for September 1986 a well qualified teacher of Mathematics to 'A' level.

Salary - Burnham Scale: 2 available for a suitably experienced applicant. With London Area Allowance.

This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome.

Please send SAE for application form, from and returnable to, the Head Teacher at the above address as soon as possible. (17820) 133420

REDBRIDGE
CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford, Essex IG5 0QW
Tel: 01-551 4415
Head: P.E.A. Birchinall B.A.

Required for September 1986 or sooner: teacher of MATHEMATICS for this 11 - 18 comprehensive school, to teach throughout all age and ability ranges. The successful applicant will be asked to undertake special responsibilities within the department according to specialism and experience. Applicants should be able to offer Computer Studies to 'O' level. The school will be participating in T.V.E.I. from September 1986.

The post is on Scale 2 with Outer London Allowance. Removal expenses and other fringe benefits available in approved cases. (17482) 133420

WILTSHIRE
THE GREENDOWN COMMUNITY SCHOOL - WEST SWINDON
(Opening September 1986)

Required Mathematics Teacher, Scale 4.

The school is a new 11 - 16 Comprehensive, situated in the rapidly expanding area of West Swindon. The first intake of 180 pupils starts in September and the successful applicant will lead the development of Mathematics. All staff must have a commitment to community education and be prepared to work within an unusual and innovative curriculum organisation.

Further details and application form (S.A.E. please) from the Headmaster, Mr I.J. Matthews, C/O Freshbrook C.P. School, Worsley Road, Freshbrook, Swindon, to be returned no later than 21st March, 1986. (13639) 133420

Somerset County Council

Applications are invited from qualified teachers for the following posts. Unless indicated otherwise application forms and details (SAE foolscap) from the Head at the school.

SECONDARY EDUCATION

SEXEY'S VC SCHOOL, BRUTON
(11-18 Mixed Day and Boarding, NOR 499)
For September 1986, TEACHER OF ENGLISH, SCALE 1. An enthusiastic graduate is required to teach throughout the age range, joining a department committed to continuous assessment. Sustained interest in School Drama teaching is possible. A Boarding House tutorship would be available for the successful candidate.
Closing date 17th March 1986

HOLYROOD SCHOOL, CHARD
(11-18 Mixed Upper Comprehensive, NOR 1180)
For September 1986, HEAD OF MODERN LANGUAGES, SCALE 3, required to develop French and German; an imaginative and enthusiastic teacher who can lead the department into GCSE and relate languages to the TVEI modular curriculum of this school. An exciting and challenging post.
Closing date 17th March 1986.

MIDDLE

HUGH SEXEY VC MIDDLE SCHOOL, BLACKFORD, WEDMORE
(9-13 Mixed Middle, NOR 473)
For September 1986, TEACHER OF CRAFT, DESIGN AND TECHNOLOGY, for this rural middle school. Possibility of a scale 2 post for suitably qualified and experienced candidate.
Closing date 17th March 1986.

FAIRLANDS MIDDLE SCHOOL, CHEDDAR
(9-13 Mixed Middle, NOR 396)
For September 1986, TEACHER, SCALE 2, to be responsible for Boys Physical Education and Games in this purpose built middle school.
Closing date 26th March 1986.

PRIMARY EDUCATION

TRINITY CE VA PRIMARY SCHOOL, TAUNTON
(NOR 263, with unit for the Partially Hearing/Language Disorder)
For 14th April to 4th July 1986, TEACHER, SCALE 1. This is a temporary appointment in the first instance, with a permanent post pending. The work involves supporting the unit children in the main school and helping other children with special educational needs. Apply by letter to the Head at the school, with full cv and names and addresses of two referees.
Closing date 14th March 1986.

CHRISTCHURCH CE VC FIRST SCHOOL, FROME (NOR 165)
For September 1986, enthusiastic and dedicated TEACHER, SCALE 1. Applicants should be conversant with all aspects of good educational practice and willing to work with any age range in this First School (5-9 year olds).
Apply by letter to the Head at the School, giving age experience and approach to Education (5-9 years), together with the names and addresses of two referees.
Closing date 21st March 1986.

CURRY RIVAL VC PRIMARY SCHOOL, NR LANGPORT (NOR 190)
For September 1986, an experienced TEACHER OF MATHEMATICS, SCALE 2, required for co-ordinating mathematics throughout the school.
Closing date 21st March 1986.

ST. LOUIS VA RC FIRST SCHOOL, FROME (NOR 121)
For September 1986, an experienced and enthusiastic TEACHER, SCALE 1, to take up the responsibility for top infant class. A practising Roman Catholic with a willingness to contribute to the religious ethos of the school preferred.
Closing date 11th April 1986.

NORTH TOWN COUNTY PRIMARY SCHOOL, TAUNTON (NOR 365)
For September 1986, TEACHER, SCALE 1, to take responsibility for development of mathematics throughout the school. Candidates must be willing to teach any Junior age group.
Closing date 17th March 1986.

WELLS CENTRAL VC CE JUNIOR SCHOOL, WELLS. (NOR 216)
For September 1986, TEACHER, SCALE 1 to teach a mixed class of 9-10 year olds, interest in Art and Craft, Music and Piano an advantage.
Apply by letter to the Head at the School, with full cv and names and addresses of two referees, as soon as possible.

SECONDARY MATHEMATICS
continued

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
CEDARS UPPER SCHOOL & COMMUNITY COLLEGE
Mentmore Road, Linslade, Leighton Buzzard LU7 7PA
Tel: 375836
No on Roll: 13/18, 1100 including 200 in sixth form
Required for September 1986 a graduate to teach Mathematics for the full age ability range to A Level. Ability to offer Computer Studies would be useful. Scale 1.
Application forms and further particulars obtainable from and returnable to the Head at the School, sae please.
(17586) 133422

BERKSHIRE
ALTWOOD CE SCHOOL
Altwood Road, Maidenhead
Required for June 1986 (or as soon as possible thereafter), a Graduate Mathematician (Scale 1) with enthusiasm and initiative, willing to teach across the age and ability range. There are opportunities to teach 'A' level students and to teach computer studies and statistics.
Apply in writing to the Headmaster giving the names of two referees.
For further details send an S.A.E.
Closing date: 24th March, 1986.
An Equal Opportunity employer. (17737) 133422

BRENT
LONDON BOROUGH
COPLAND HIGH SCHOOL
Cecil Avenue, Wembley, Middlesex HA9 7DX
Tel: 01-902 6362 or 01 903 3323
Roll: 912
Required as soon as possible temporary teacher of Mathematics (1 year appointment to cover secondment). The successful candidate should be able to teach a wide age and ability range and an interest in computer education would be useful. Please any other subjects you can teach. First appointments welcome.
Required as soon as possible teacher of Mathematics Scale 1 or 2 depending on experience and qualification. The successful candidate should be able to teach the complete age and ability range and an interest in computer education would be very useful. Please state any other subject you can teach.
London allowance of £1,038 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated application forms (sae) obtainable from the Head teacher returnable within 14 days.
(17635) 133422

BROMLEY
THE LONDON BOROUGH
RAVENSBOURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley, Kent BR1 2SQ
For April 1986, a teacher of Mathematics to teach up to Ordinary Level and C.S.E. standard (Scale 1).
Application forms are obtainable from the Headmistress at the school (foolscap s.a.e. please), to whom completed forms should be rturned by 18th March, 1986.
(17575) 133422

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CHESTERTON COMMUNITY COLLEGE
Gilbert Road, Cambridge CB4 3NY
Required for September Scale 1 teacher of MATHEMATICS in this 11 - 16 comprehensive school.
Apply by letter to the Principal with full c.v. and names and addresses of two referees. Further details available (s.a.e. please) Tel: 359360.
(17521) 133422

DORSET
AVONBOURNE SCHOOL
Harewood Avenue, Bournemouth BH7 6NY
(N.O.R. 1006)
Required from September, 1986, teacher of Mathematics (Scale 1) for this 11 - 16 girls' bilateral school situated on the eastern part of Bournemouth. SMP 11 - 16 well established in the lower part of the school. This post is permanent. Applications from newly-qualified teachers welcome. Further details and application form (foolscap s.a.e. please) from the Headteacher to whom applications should be returned by Monday, 24th March.
(17590) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL
Great Cambridge Rd., Enfield, Middx. EN1 1HQ
Roll: 1300
Required Easter, 1986, Scale 1 teacher of MATHEMATICS for this well-established mixed comprehensive school close to Green Belt, with courses to university entrance. Temporary appointment would also be considered.
London allowance £678.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (large s.a.e.) obtainable from, and to be returned to, The Headmaster, at the School.
An equal opportunity employer. (16573) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Roll 950
Required for the start of the Summer term 1986, a suitably qualified teacher of MATHEMATICS (Scale 1) to be based in the Lower School (Years 1-3).
The S.M.I.L.E. scheme is used throughout the school and the successful candidate will have the opportunity to work in the Upper School.
London Allowance, £678.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Apply by letter, with curriculum vitae, giving names, addresses and telephone numbers to the Head Teacher at the School as soon as possible.
An equal opportunity employer. (16572) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, London N9 9TN
Voluntary Aided, Co-Educational Grammar School
Roll: 1230
MASTER/MISTRESS (Scale 1) required April, 1986 to teach MATHEMATICS at all stages to University entrance. The ability to offer Applied mathematics to 'A' level would be an advantage. This is a strong department - each year well over 60 pupils take varied 'A' level courses in mathematics, and there is plenty of scope for sixth form teaching for a suitably qualified candidate.
The Governors would also consider applications for a Temporary appointment. (1 term).
London Allowance, £678. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance, for a permanent post.
Apply by letter to the Headmaster, enclosing a curriculum vitae, and names and addresses of two referees.
An equal opportunity employer. (16569) 133422

COVENTRY CITY COUNCIL
Assistant Teachers
required at:-
1. BARRS HILL SCHOOL & COMMUNITY COLLEGE, Radford Road CV1 4BU Tel, 0203 52291 (901 on roll)
Required September 1986:
PHYSICS Scale 1. A qualified and enthusiastic teacher of Physics with the ability to teach up to 'A' level in a modern Science Faculty in this mixed multi-cultural School & Community College. Further details on request from the school.
2. FINHAM PARK MIXED COMPREHENSIVE SCHOOL, Green Lane CV3 6EA Tel. 0203 418135 (1287 on roll)
Required Easter 1986:
MATHEMATICS Scale 1 to join a large and progressive department. The school has been a pilot school for the SMP 11-16 course which now runs in Years 1-5. SMP Courses are followed up to 'A' level and opportunities will be offered to enable the successful candidate to teach across the whole age and ability range.
Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Headteacher to the Headteacher at the school concerned within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required. Canvassing disqualifies.
an equal opportunity employer

ESSEX
THE BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford CM1 5LY
Tel: 0245 264451
(Roll 1300)
TEACHER OF MATHEMATICS, Scale 1
Required September, to 'O' and 'A' level to join lively and successful department. Computing well established for interested candidate.
Apply direct to Headteacher with c.v. and names of two referees (foolscap s.a.e. please).

THE SANDON SCHOOL
Molrams Lane, Chelmsford CM2 7AQ
Tel: Chelmsford 73611
MATHEMATICS, Scale 1
Required September, a teacher capable of taking full ability range to 'O' and 'A' level.
Apply by letter to Headteacher with c.v. (foolscap s.a.e. please).

RICKSTONES SCHOOL
Conrad Road, Witham
Tel: 0376 515756
(Roll 667)
TEACHER OF MATHEMATICS, Scale 1
Required September, 1986, to teach the subject throughout the school up to examination level. Interest in Computing an advantage.
Apply to the Headteacher at the school for further details and an application form (foolscap s.a.e. please).
(98234) 133422

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex HA3 6NR
Tel: 01-428 4330
A scale 1 teacher of Mathematics is required for September by this 12 - 16 co-educational comprehensive school. The department is a lively and innovative one which is at present piloting computer studies as an integrated part of mathematics and the new SMP 11 - 16 course. Applicants should be able to teach throughout the whole ability range.
Outer London Allowance Payable.
Application forms from and to be returned to The Headteacher by 19th March 1986. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer.
(17813) 133422

HAVERING
LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Brentwood Road, Romford RM1 2RR
Tel: Hornchurch 47368
Headteacher: Mrs. J.R. Irwinhunt, M.A.
(Roll 1116 Girls)
Required for September 1986 scale 1 teacher to join a strong innovative and progressive mathematics department. Mathematics at A level is particularly strong in this all girls comprehensive school.

MARSHALLS PARK SCHOOL
Havering Drive, Romford RM1 4BD
Tel: Romford 24134
Headteacher: Mrs K.M. Phillips, B.A. (Hons), M.Phil.
(Roll 1355 Mixed)
Required for September 1986, Scale 1 teacher of mathematics to join a thriving forward-looking mathematics department. The bulk of teaching programme would be based at the Lower School but O and A level work would be available to a suitable applicant.

SANDERS DRAPER SCHOOL
Suttons Lane, Hornchurch RM12 6RT
Tel: Hornchurch 43068
Headteacher: G.A. Macalpine, M.A., M.Sc.
(Roll 898 Mixed)
Required for September 1986, Scale 1 teacher of Mathematics to join a successful team up to 'A' level using a calculator based approach throughout the integrated mathematics scheme.
Sanders Draper school is a 5 minute walk from Hornchurch Station on the District Line.
Letters of application for the above three posts enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher of the school concerned. (17275) 133422

NEW ENTRANT TEACHERS OF MATHEMATICS OR CRAFT, DESIGN AND TECHNOLOGY
Scale 1 vacancies exist in Secondary Schools for September, for C.D.T. and MATHEMATICS teachers. We have a successful pastoral system to look after needs of newly qualified teachers and offer good career prospects for those with appropriate qualifications and experience. We can also help you find accommodation.
Application forms (on receipt of s.a.e.) from and returnable to Chief Education Officer, Westox House, 1, Trinity Road, Dudley, West Mids. DY1 1JB by 21st March.
DUDLEY METROPOLITAN BOROUGH
(Equal Opportunity Employer)
(04360)

HARROW
EDUCATION COMMITTEE
LOWLANDS SIXTH FORM COLLEGE
Lowlands Road, Harrow, Middlesex
Tel: 01-422 2388
Required: For one term only. PART TIME TEACHER OF MATHEMATICS - not more than 0.5 - to teach 'O' level and 'A' level.
Outer London Allowance payable.
Application forms from and to be returned to the College by 19th March 1986. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer.
(17600) 133422

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywood, Birmingham B47 5JN
Required from September 1986 Assistant Teacher of Mathematics capable of teaching the subject throughout the school, including examination work up to 'A' level. Scale 1.
Initial letter of application with C.V. and S.A.E. to the Headmaster for further details and application form.
(17420) 133422

HERTFORDSHIRE
ROUNDWOOD PARK SCHOOL
Harpenden, Herts. AL5 3AE
Group II
Required for September, a well qualified graduate Mathematician for this 5 f.e. mixed all - ability school (sixth form 150) Capacity to teach at all age and ability levels is essential as is the ability to offer pure and applied maths to A level. The capacity to contribute to the coaching of boys or girls games would be welcomed. The post might suit a new entrant to teaching. Maths is a very strong subject in the school and the department is housed in its own suite of rooms including a computer laboratory and departmental base. Scale 1 post. Outer London Fringe Allowance payable.
Applications by letter to the Headmaster with full c.v. and names and addresses of two referees by 21st March, 1986. Send s.a.e. for further particulars. (16987) 133422

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey, Watford
Roll: 870 mixed all ability, 80 in 6th form
Required April or September, Teacher of Mathematics. (Scale 1 + London fringe allowance £264). Work to A level available for suitably qualified applicant. Mathematics is a strong subject in the school with 1 set entering for O level in the 4th year and proceeding to additional Mathematics. The department has good facilities including a 16 terminal RML network. The vacancy could provide broad experience for a new entrant in a full all ability school set in pleasant surroundings and offering good support to staff in reprographics etc.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (17257) 133422

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL
Required for September, graduate to teach Mathematics.
See advertisement on Page 57. (17259) 133422

HERTFORDSHIRE
MONKS WALK SCHOOL
Welwyn Garden City AL8 7NL
Tel: 0707 322846
950 Pupils 11 - 18
Required for September, 1986, a teacher of Mathematics with some Computing, Scale 1, to teach the full age and ability range in this Comprehensive School.
Description of School and Department available from the School (large s.a.e. please). Letters of application to the Headmaster as soon as possible, enclosing a c.v. and the names, status and addresses of two referees. (17548) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent ME10 4DB
Required in September at this 4-form entry, selective school for boys, graduate for Mathematics, if possible to 'A' Level.
Applications (no forms) direct to the Headmaster at the school.

THANET DIVISION
CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Claredon Gardens, Ramsgate
Roll 600
Required for September 1986 a graduate to teach Mathematics throughout the school to Advanced Level. The ability to offer a subsidiary subject would be an advantage.
Further details may be obtained from the Headmistress (s.a.e. please), to whom letters of application, which the names and addresses of two referees, should be forwarded as soon as possible.
(12093) 133422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
From April 1986, temporary for the SUMMER TERM ONLY at the following Schools, teachers of MATHEMATICS, preferably to GCE 'A' level, but essentially to 'O' level.
Scale 1 posts. London Allowance £678.
BEVERLEY SCHOOL
Blakes Lane, New Malden, Surrey
(Boys' Secondary non-selective)
Please contact the Headmaster.
and
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey
(Co-ed, 11 - 18 years)
Please contact the Headmistress.
Applications in writing IMMEDIATELY together with full curriculum vitae and the names and addresses of two referees. (17622) 133422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE GIRLS' SCHOOL
Clarence Avenue, New Malden, Surrey KT3 3TU
Tel: 01-942 5678
Number on roll: 966 with over 100 in the Sixth Form
For June 1986, a Teacher of MATHEMATICS temporary to cover for maternity leave within a successful department teaching to 'A', 'O' and CSE levels.
Scale 1 post. London Allowance £678.
Application by letter as soon as possible to Headmistress together with a curriculum vitae and names and addresses of two referees.
(17621) 133422

LANCASHIRE
BURY GRAMMAR SCHOOL (GIRLS)
Bridge Road, Bury, Lancs. BL9 0HH
Independent, ex Direct Grant. Main School 580, Sixth Form 150
Required in September a qualified graduate to share in the teaching of MATHEMATICS and COMPUTER STUDIES to O and A level. The post is Scale 1 but Scale 2 might be available for an experienced teacher.
Please apply (as above).
(41873) 133422

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
GSA - Independent - 775 girls
Required for September 1986 a graduate to join a department of eight to teach throughout the school from 11 year olds to Further Maths 'A' level, 'S' level and Oxford entrance.
Please see Independent section for full details.
(16922) 133422

LONDON
EMANUEL SCHOOL
Please see main advertisement under Independent Maths. (16755) 133422

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
EASTFIELDS HIGH SCHOOL
EASTFIELDS HIGH SCHOOL
Acacia Road, Mitcham, Surrey CR4 1SF
Tel: 01-648 6627
Head Teacher: Mr. M.G. Dunman
Age Range: 13 - 18 years.
No. on Roll: 400 (Group 9)
Eastfields is a well-established, multi-cultural comprehensive school.
Required for September, 1986 a Head of Mathematics, Scale 4 to lead a lively department of 6 committed teachers. An ability to teach Statistics and Applied Mathematics to 'A' level would be an advantage.
Currently the department offers City and Guilds, CSE's, 'O' levels (SMP) and a comprehensive range of 'A' level courses. Computer Studies is taught to 'A' level and is well-established within the Mathematics Department. The school has a good range of computing facilities including a new B.B.C. Master Network.
Visits to school are welcome.
CLOSING DATE: 21st March, 1986.
Application forms and further details of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(17227) 133422

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for September 1986 a Graduate to teach MATHEMATICS. Salary Burnham on a scale appropriate to experience, plus London Allowance. Single accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (17724) 133422

OXFORDSHIRE
CARMEL COLLEGE
See Independent Schools, Maths. (17704) 133422

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFYLLIN HIGH SCHOOL
(Tel: Llanfyllin 391)
Required for September, 1986 a qualified teacher of Mathematics with some Science, Scale 1. An ability to teach through the medium of Welsh is essential. (Ref: 90).
Application forms and further particulars available (s.a.e.) from the Headteacher at the school to be returned by 21st March, 1986.
(16545) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(Mixed comprehensive; 1,000 pupils aged 11 - 16)
Headmaster: J.R.W. Oliver, M.A.
Required from April 1986, a teacher of MATHEMATICS (Scale 1 plus Outer London Allowance of £678 pa). Full-time PERMANENT post is available for a suitably qualified teacher. Applications from part-time teachers will also be considered.
The Mathematics Department which has its own suite of class-rooms has a long tradition of good examination results.
The school, which is expanding rapidly, is in a very attractive area with its own grounds extending to the bank of the River Thames.
Applicants may telephone (01-943 0033 or 01-943 3600) for information or to arrange an informal visit to the school.
Please apply by letter to the Headteacher, giving your telephone number, qualifications, experience and the names and address and telephone number of at least one referee. (17340) 133422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
MANOR HIGH SCHOOL
(11 - 18 Comprehensive)
Required for Summer Term 1986 MATHEMATICS.
MATHEMATICS - Scale 1 (2 posts). Both temporary for one term.
Letters of appliction stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Friar Park Road, Wednesbury, West Midlands.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (17310) 133422

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
PRIORY SCHOOL
Longden Road, Shrewsbury
4 F.E. Mixed Comprehensive
Temporary Scale 1 teacher required for the Summer Term or September, 1986. Teacher of Mathematics to ordinary level.
Apply by letter to the Head (S.A.E).
(17405) 133422

SOUTH GLAMORGAN
COUNTY COUNCIL
LADY MARY R.C. HIGH SCHOOL
Cardiff
(11 - 18 Comprehensive) 7 Form Entry
Mathematics: Scale I
Required for 14th April, to teach Mathematics throughout the school. This is a temporary appointment during the maternity leave of a member of staff.
Application forms may be obtained on receipt of a stamped, addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG, to whom applications should be returned within 14 days of the appearance of the advertisement. (16590) 133422

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Co., Ltd.)
Part-time MATHEMATICS teacher required for September.
Details in the Independent section.
(98208) 133422

SECONDARY MATHEMATICS
continued

SURREY
EDUCATION COMMITTEE
EPSOM HIGH SCHOOL
Longmead Road, Epsom, Surrey
12 - 18 mixed Comprehensive 690 on roll incl. 120 6th Form
Required April 1986, temporary Scale 1 teacher of MATHEMATICS, up to 'O' level for the Summer term 1986.
Full details and application forms from the Headteacher. Tel: Epsom 40388.
(17231) 133422

SUTTON
LONDON BOROUGH OF SUTTON
THE JOHN FISHER SCHOOL
Peaks Hill, Purley, Surrey CR3 3YP
(Tel: 01-660 4555)
(Roman Catholic Boys', 780 on Roll including 160 in Sixth Form)
MATHEMATICS - SCALE 1
Required for September 1986 a graduate teacher of Mathematics, to teach the subject throughout the school to CSE, 'O' and new GCSE levels. Some 'A' level work may be available for a well qualified and suitable candidate. An ability to teach Computer Studies and a willingness to participate in the general life of the school will be an advantage. A practising Roman Catholic is preferred but not essential.
Applications by letter to the Headteacher including c.v. and names and addresses of two referees as soon as possible (S.A.E. please).
(17620) 133422

V.S.O.
Please see display advertisement under 'overseas appointments'. (17800) 133422

WARWICK
POLESWORTH SCHOOL
Dordon Road, Dordon, Tamworth, Staffordshire B78 1QT
Required summer term 1986 only, teacher of MATHEMATICS to public examination level.
Apply by letter to the Head of the school giving names and addresses of two referees (SAE please).
(17413) 133422

WILTSHIRE
COUNTY COUNCIL
CLARENDON SCHOOL
Frome Road, Trowbridge, Wiltshire BA14 0DJ
11 - 18 Mixed Comprehensive, 1315 pupils
TEACHER OF MATHEMATICS Scale 1 required from 7th April, 1986
This is a full-time temporary post for the maternity leave of a permanent member of staff. We anticipate that the contract will run for virtually the whole of the summer term.
The School has a good reputation for Mathematics, which is taught to CSE, 'O' and 'A' level.
Applications from persons willing to work part time or full time will be welcome.
Applications by letter to the Headmaster, as soon as possible, naming two referees, one of whom should be the current employer.
(17438) 133422

WILTSHIRE
TIDWORTH CASTLEDOWN SCHOOL
Ludgershall, Andover, Hants.
(Tel: Andover 790778)
For September 1986, A teacher of Mathematics (Scale 1) for this 11 - 16 comprehensive Group 9 School.
Letters of application are invited. Please include telephone contact numbers for yourself and where possible for two named referees. Applicants may wish instead to write for an application from the Headmaster at the School (No SAE required).
(99440) 133422

WILTSHIRE
TIDWORTH CASTLEDOWN SCHOOL
Ludgershall, Andover, Hants.
(Tel: Andover 790778)
FOR APRIL 1986
A teacher Mathematics (Scale 1) for this 11 - 16 mixed Group 9 comprehensive school.
Letters of application are invited as soon as possible to the Headmaster at the school.
Please give contact telephone numbers for yourself and where possible for two named referees.
No SAE required.
(98937) 133422

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Worcestershire
Independent Boarding School for 520 girls with a Sixth Form of 160
MATHEMATICS
Well qualified Mathematics graduate required for September 1986 to join a department of six. The school follows modern syllabuses and applicants must be prepared to teach throughout the school. The post would be suitable for a first appointmnt. Non Resident Burnham Scale.
Applications to the Headmistress with copies of testimonials, if available, and the names and addresses of two referees. (17756) 133422

Modern Languages

Heads of Department

ESSEX
HEDINGHAM SCHOOL
Yeldham Road, Sible Hedingham, Halstead CO9 3QH
Tel: 0787 60470
(Roll 1150)
HEAD OF MODERN LANGUAGES, Scale 4
Required September for 11 - 18 rural comprehensive. Core Curriculum department 11 - 16. Tour de France and Deutsch Heute are developing courses.
Details and application forms from Headteacher, returnable 14 days (foolscap s.a.e. please). (17781) 133618

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree
Require a Graduate Head of Modern Languages.
See advertisement in Independent Sector.
(31844) 133618

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
THOMAS SUMPTER COMPREHENSIVE SCHOOL
Chandos Road, Scunthorpe
Head Teacher: B.W. Parkington
No. on Roll: 1183
HEAD OF MODERN LANGUAGES DEPARTMENT (Scale 4)
Required for September, 1986. An experienced and successful Teacher is sought to take charge of a strong department which includes five other full-time specialists in this 11 - 16 School. French and German have parity on the timetable, and an ability to teach both of these subjects will be an advantage.
The vacancy arises from a promotion to Deputy Headship, and there could be the opportunity for the person appointed to make a contribution outside of the department as preparation for further career development.
Application forms obtainable from the Head Teacher at the School (f.s.a.e. please) to whom completed forms should be returned no later than 17th March, 1986.
Humberside County Council is an Equal Opportunity Employer. (17106) 133618

SUFFOLK
COUNTY COUNCIL
HOLBROOK HIGH SCHOOL
Holbrook, Ipwich IP9 2QX
11 - 16 mixed comprehensive roll 349
Required September 1986 at this rural school HEAD OF MODERN LANGUAGES Scale 2 for a two teacher Department which offers both French and German. The ability to teach French throughout the school is essential.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Head of the school, s.a.e. for details.
(17812) 133618

WEST SUSSEX
BISHOP LUFFA C.E. (AIDED) SCHOOL
Bishop Luffa Close, Chichester PO19 3LT
(Group 11, 11 - 18 years, 1100 on roll)
Required September 1986, well qualified and experienced graduate to be Head of a thriving and well established Language Department (Scale 4). The successful applicant should be able to offer French up to University entrance level and a second language.
Form and details from Headmaster at school on receipt of s.a.e. Closing date 24th March 1986. Assistance with removal and resettlement expenses in approved cases.
(17361) 133618

Scale 2 Posts and above

WILTSHIRE
THE GREENDOWN COMMUNITY SCHOOL
West Swindon
Opening September 1986
Required Modern Language Teacher Scale 3 or 4.
The school is a new 11 - 16 Comprehensive, situated in the rapidly expanding area of West Swindon. The first intake of 180 pupils starts in September and the successful applicant will lead the development of modern languages. All staff must have a commitment to community education and be prepared to work within an unusual and innovative curriculum organisation.
Further details and application form (S.A.E. please) from the Head Teacher Mr. I.J. Matthews, C/O Freshbrook C.P. School, Worsley Road, Freshbrook, Swindon, to be returned no later than 21st March, 1986.
(13640) 133620

DEVON
Please see displayed advertisement on Page 43.
(17627) 133620

HEREFORD AND WORCESTER
Please see main advertisement under Secondary Modern Languages Scale 1 posts. (17482) 133620

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
NORTHFIELDS UPPER SCHOOL
Houghton Road, Dunstable, Beds.
Tel: 608011
Required for September 1986, a teacher of French to teach across the age and ability range in this T.V.E.I. school. Scale 1.
Application forms and further particulars obtainable from and returnable to the Head at the School, s.a.e. please.
(17547) 133622

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
DEACON'S SCHOOL
Queen's Gardens, Peterborough PE1 2UN
Tel: Peterborough 62451
Head Master: Mr. M.W. Parkin, M.A.
(Voluntary Controlled 11 - 18 Comprehensive)
Group 10
Required for September, 1986:-
French Master/Mistress required to teach up to 'O' level or equivalent (Scale 1).
A well qualified person is looked for who will help to maintain the school's tradition of high standards.
This is a temporary post for one year caused by secondment.
Possible housing assistance.
Letters of application (no forms) enclosing curriculum vitae and the names and addresses of two referees should be forwarded direct to the Head Master by 18th March. Further details may be obtained by (s.a.e. first class).
(17518) 133622

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
STANGROUND SCHOOL
Peterborough Road, Farcet, Peterborough PE7 3BW
Tel: Peterborough 64071
Head Teacher: Mr B.C. Barket, M.A., M.Phil.
(11 - 18 Co-Educational)
GROUP 11
Required for September 1986:-
Teacher of French (Scale 1).
Languages are compulsory for all students in this co-educational comprehensive school except only a small number in years 4 and 5 who follow a special programme.
All pupils study French and have the option of German or Italian in Year 3. The department is fully committed to graded tests.
Possible housing assistance.
Further details may be obtained from the Headmaster (s.a.e. first class).
Application by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher at the above address by 18th March, 1986.
(17531) 133622

CUMBRIA
COUNTY COUNCIL
APPLEBY GRAMMAR SCHOOL
Battlebarrow, Appleby-in-Westmorland CA16 6XU
Mixed 11 - 18 Comp. nor. 696
Required for Sept 1986, Teacher of FRENCH (Scale 1) to teach subject throughout school, up to and inc. 'A' level. Subsidiary German would be an advantage.
Application forms and further details from Head at the school to whom completed applications should be returned by 21 March 1986 (sae please).
(98226) 133622

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Roll 950
Required for Summer Term, a temporary teacher of FRENCH (Scale 1) to work mainly with pupils in the Lower School (Years 1 - 3). A variety of teaching techniques is employed with Eclair and Tricolore being used throughout the Lower School.
London Allowance, £678.
Apply by letter, with curriculum vitae, giving names, addresses and telephone numbers of two referees to the Head Teacher as soon as possible.
An equal opportunity employer. (16568) 133622

ESSEX
THE SANDON SCHOOL
Molrams Lane, Chelmsford CM2 7AQ
Tel: Chelmsford 73611
(Roll 1300)
FRENCH, Scale 1
Required September 1986, a teacher able to teach the whole range 11 - 18; help with Junior German an advantage.
Apply by letter to Headteacher with c.v. (foolscap s.a.e. please). (17752) 133622

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywood, Birmingham B47 5JN
Required from September 1986 Teacher of Spanish and French. Scale 1 or 2 according to experience. Capable of examination work up to 'A' level.
Initial letter of application with c.v. and s.a.e. to Headmaster for further details and application form.
(17421) 133622

HAVERING
LONDON BOROUGH
SANDERS DRAPER SCHOOL
Suttons Lane, Hornchurch RM12 6RT
Tel: Hornchurch 43068
(Roll 898 Mixed)
Headteacher: G.A. Macalpine, M.A., M.Sc.
Required for September, Scale 1 teacher of German and French to join a forward looking department teaching throughout the age and ability range up to 'A' lvel.
Sanders Draper School is a 5 minute walk from Hornchurch Station on the District Line.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (17280) 133622

HERTFORDSHIRE
THE BISHOP'S STORTFORD HIGH SCHOOL
London Road, Bishop's Stortford, Herts. CM23 3LU
Tel: 0279 54827
11 - 18 Hertfordshire School, 800 boys
FRENCH GRADUATE
Required for September 1986 to teach to scholarship standard in French possibly with German. Contribution to sport (especially rugby), music and drama and so forth would be significant.
Candidates are encouraged to acquire full details (telephone or s.a.e. please) before making application to the Headmaster by letter including a curriculum vitae and the names of two referees within twelve days of the appearance of this advertisement. (17563) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Clarendon Gardens, Ramsgate
Roll 600
Required for September 1986 a graduate to teach French throughout the school to Advanced Level. The ability to offer a subsidiary Language would be an advantage.
Further details may be obtained from the Headmistress (s.a.e. please), to whom letters of application, with the names and addresses of two referees, should be forwarded as soon as possible.

CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Clarendon Gardens, Ramsgate
Roll 600
Required for September 1986 a graduate to teach German throughout the school to Advanced Level. The ability to offer a subsidiary language would be an advantage.
Further details may be obtained from the Headmistress (s.a.e. please), to whom letters of application, with the names and addresses of two referees, should be forwarded as soon as possible.

GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent DA12 4LF
Roll: 1075, Group 10 Mixed, 11 - 17 High School (also adapted for Physically Handicapped Pupils and having a Special Unit on campus)
Headteacher: Mr. J.R. Strand, B.Ed.
The School occupies an extremely attractive site on the eastern outskirts of the town and has proven popular.
Teacher of French, Scale 1, required for April, 1986. Ability to teach some History and/or Geography an advantage. A temporary one term post a possibility if sought after.
Applications for the above post by letter should be sent to the Headteacher, together with a curriculum vitae and naming two referees, as soon as possible. Further details will be forwarded on receipt of a s.a.e. (12094) 133622

OLDHAM
METROPOLITAN BOROUGH
HATHERSHAW SCHOOL
Bellfield Avenue, Oldham OL8 3EW
GERMAN TEACHER - Scale 1
Required from September, 1986. Ability to offer a second language essential.
Please apply by letter to the Head at the school, including full C.V. and names and addresses of 2 referees no later than 21st March, 1986.
An Equal Opportunity Employer. (16395) 133622

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
JOHN HUNT SCHOOL
Gibbons Road, Trench, Telford
Required for September, for one year in the first instance, teacher of French, for all age and ability ranges.
Further details and application forms from the Head (SAE).
(17072) 133622

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
FITZALAN SCHOOL
Upper Brook Street, Oswestry, Shropshire
Required for the Autumn Term 1986 a well qualified Scale 1 temporary teacher for French. Temporary for one year in the first instance.
Application forms and details from the Head (SAE). (17614) 133622

SURREY
EDUCATION COMMITTEE
OXTED COUNTY SCHOOL
Bluehouse Lane, Oxted RH8 0AB
(12 - 18 Mixed Comprehensive, NOR (Sept. 1986) 1460 with Sixth Form of 220 pupils)
SCALE 1 MODERN LANGUAGES TEACHER
Required for September 1986 to offer mainly French but ability to teach some German would be helpful. To teach across the ability range up to and including 'A' level. Probationers welcome.
Application form and further details from the Headteacher (S.A.E. please).
(17619) 133622

WEST GLAMORGAN
County Council

EDUCATION DEPARTMENT
TEACHING/LECTURING VACANCIES
Applications are invited for the following posts to commence as soon as possible.

CENTRAL OFFICE APPOINTMENTS
The Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN.

PONTARDAWE SWIMMING POOL, Pontardawe, Swansea.
TEACHER IN CHARGE OF SWIMMING.
Applicants should be fully qualified Physical Education Teacher as well as have a Coaching Award of the National Swimming Associations (i.e. W.A.S.A., A.S.A., S.T.A.) and also hold a Bronze Medallion of the Royal Life Saving Society. Applicants will be expected to teach swimming to secondary and primary age groups. Scale 2.
(Post ref: 3.4.86).

GORSEINON TERTIARY COLLEGE 52/58, Belgrave Road, Gorseinon.
This new College, to open in September, 1986 will provide post-16 education for the Gorseinon and Pontarddulais areas.
Well qualified Lecturer for this new post in Dance, Drama and Theatre Studies.
The successful applicant will be expected to teach these subjects to 'O' and 'A' level and to develop activities within the College's wider curriculum and elective studies programme. A willingness to contribute within the areas of Music and Communication Skills would be an advantage.
Enthusiasm and commitment is looked for. A Dance Studio will be available. Lecturer 1
(Post ref: 7.4.86).
Application forms and further particulars for the above posts are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN, on receipt of a large stamped addressed envelope quoting the above post reference.
The CLOSING DATE for the receipt of completed applications is THURSDAY, 20th MARCH, 1986.

Application forms and further details for the following posts must be obtained from the appropriate School.

BISHOP VAUGHAN CATHOLIC COMPREHENSIVE SCHOOL
Mynyddgarnlwyd Road, Morriston, Swansea SA6 7QG.
(Mixed) (980 on roll) (Age Range 11-18)
Head of MATHEMATICS. A suitably qualified, enthusiastic teacher to lead a successful and co-operative team, building upon present success in C.S.E., 'O' and 'A' level teaching and helping further develop courses in C. & G., R.S.A. and C.P.V.E. SCALE 4.
(Post ref: 6.4.86)

CEFN HENGOED COMPREHENSIVE SCHOOL
Caldicot Road, Winch Wen, Swansea SA1 7HX.
(Mixed) (1270 on roll) (Age Range 11-16).
Head of SPECIAL EDUCATION. A person with enthusiasm, sympathy and wide experience of pupils with learning difficulties and other special needs, to lead a team of well-qualified staff. SCALE 3.
(Post ref: 4.4.86).

MORRISTON SENIOR COMPREHENSIVE SCHOOL
Heol Maes Eglwys, Morriston, Swansea SA6 6NH.
(Mixed) (1015 on roll) (Age Range 13-18).
Head of HISTORY. An experienced, energetic and imaginative honours graduate, to lead a successful department. History is a popular choice at 14+ and the department has a good tradition of C.S.E., 'O' and 'A' level teaching. The school intends to introduce the Schools Council Project for teaching up to 16+ and therefore experience of, and commitment to this work is essential. SCALE 3. (Post ref: 5.4.86).

PENLAN COMPREHENSIVE SCHOOL
Heol Gwyrosydd, Penlan, Swansea SA5 7BU.
(Boys) (930 on roll) (Age Range 11-16).
Head of MODERN LANGUAGES to teach German to G.C.S.E. classes and able to teach French to junior classes. SCALE 3. (Post ref: 9.4.86).
Application forms and further particulars can be obtained from the appropriate College/School concerned on receipt of a large stamped addressed [illegible] the post reference.
The CLOSING [illegible] application forms [illegible]
(04381)

SECONDARY MODERN LANGUAGES
continued

SUFFOLK
COUNTY COUNCIL
NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9PZ
11 - 16 mixed comprehensive roll 925
Required September 1986 an enthusiastic and energetic Teacher of Languages Scale 1. French and German are the school's main languages but an interest in a third language would be an advantage.
Application forms and further details obtainable from the Head at the school, s.a.e. please. (17628) 133822

WARWICKSHIRE
STRATFORD GRAMMAR SCHOOL FOR GIRLS
Shottery Manor, Stratford-upon-Avon CV37 9HA
Required for September 1986 a graduate teacher of FRENCH to 'A' level, with SPANISH to 'O' level.
Written applications with curriculum vitae should be sent to the Head. (17665) 133822

WILTSHIRE
TIDWORTH CASTLEDOWN SCHOOL
Ludgershall, Andover, Hants.
(Tel: Andover 790778)
For September 1986
Applications are invited for a teacher of German in this 11 - 16 mixed group 9 comprehensive school.
Applicants may write direct by letter to the Headmaster at the school or write for an application form. The telephone number of yourself and two referees would be helpful.
No SAE required. (98838) 133822

Music

Heads of Department

CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Dunham Road, Altrincham, Cheshire
Tel: 061-928 3703
An Independent R.C. School for Girls
HEAD OF MUSIC (Scale 3)
Required for September 1986 for this Catholic Grammar School (820 on roll). Experienced graduate to work with an Assistant and a team of fourteen peripatetic music teachers. Ability to teach all levels, including 'A' level and to train choirs and orchestras.
Application forms and further information obtainable from the Headmistress. Closing date for receipt of applications, Friday, 14th March, 1986.
(School Heading)
Graduate required for September 1986 for this Catholic Grammar School (820 on roll) to teach Biology throughout the school to A Level.
Application forms and further information obtainable from the Headmistress. Closing date for receipt of applications, Friday, 14th March, 1986. (17716) 133818

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
HEAD OF MUSIC DEPARTMENT SCALE 3
Required for September 1986 University Honours Graduate to take charge of flourishing Music Department, with two choirs, two orchestras and other instrumental groups. The successful candidate would be required to teach music throughout the school to A-level and university entrance level.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (12076) 133818

DEVON
Please see displayed advertisement on Page 45. (17595) 133818

EALING
LONDON BOROUGH EDUCATION SERVICE
NEW CARDINAL WISEMAN RC HIGH SCHOOL
Greenford Road, Greenford, Middlesex UB6 9AW
The Governors invite applications for a post within the expressive arts curriculum area as Head of Music from September 1986, Scale 3 + £1,038 London Allowance. This new Group 13 school is to be established in September 1986 on a single site as a co-educational 8 form entry high school replacing the two roman catholic comprehensive schools presently in Ealing and serving the age range 12 - 19 years.
The school will provide for about 1350 pupils divided into 6 houses including 340 students in the sixth form. Additional accommodation at the present Cardinal Wiseman High School site is to be provided and will include a Music Suite, Sports Hall Complex, Art/Science/Technology Building, Drama Studio, New Library and a Computer Workshop.
Preliminary enquiries and application forms and further details (SAE) obtainable from the Secretary on 01-578 9323, Ext. 250. The Headmaster designate is available for informal discussions on 01-840 4030, Ext. 32.
Application forms to be returned to E. Knox, Westminster Diocese Education Service, 23 Wilfred Street, London SW1E 6PS by 21st March 1986. (99449) 133818

ESSEX
CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island
Tel: Canvey Island 696811
(Roll 900)
HEAD OF MUSIC, Scale 3
Required September, 1986, excellent accommodation and facilities in new, well equipped and thriving school which opened in 1980. Telephone enquiries and preliminary visits welcome.
Application forms and further particulars from Headteacher (foolscap s.a.e. please). (17782) 133818

HAMPSHIRE
COURT MOOR SCHOOL
Spring Woods, Fleet, Hampshire GU13 9SX
(Comprehensive Mixed 11 - 16)
N.O.R. 1025
Required for September, 1986, or earlier, Scale 2 post. Head of Music to teach up to 'O' level and to lead and co-ordinate musical and associated out of school activities. Closing date 14th March, 1986.
Letter of application nominating two referees to Head Teacher with s.a.e. for details. (17831) 133818

HILLINGDON
LONDON BOROUGH OF HILLINGDON
DOUAY MARTYRS RC SCHOOL
Edinburgh Drive, Ickenham UB10 8QY
Number on roll: 866 (67 in Sixth form)
Headteacher: Mr. J.E. Bradshaw, B.A., B.Sc.
Required for September, 1986 a Head of Department - Music (Scale 4).
Music plays an important part in the common curriculum in years 1 - 3: small number opt to continue to 'O' level. The post involves the development of the school orchestra and ensemble and the co-ordination of the work of visiting peripatetic teachers.
Douay Martyrs is an 11 - 18 mixed Catholic comprehensive school with 866 pupils on roll. It occupies two adjacent sites in a pleasant residential area in north-west London and can be reached on the Metropolitan and Piccadilly lines.
Please apply in the first instance by letter to the Head of the school stating the names and addresses of two referees.
Outer London Allowance Payable. (15779) 133818

Cardinal Newman R.C. School
Upper Drive,
Hove BN3 6DN
East Sussex
Comprehensive Mixed, 11 – 18, Roll: 1,800
Required from September 1986:
a) **Director of Music** Scale 4, for this thriving Catholic comprehensive school with outstanding facilities for Music. The Headmaster is keen to attract a young, successful teacher committed to the development of music on a broad front throughout the school. There is scope for choral, orchestral, windband, pop, jazz and all other forms of musical activity.
b) **Teacher of Music and Art Subjects** Scale 1. A Music specialist who is probably a keen, newly qualified teacher wishing to join a school with tremendous musical potential is required.
Relocation grants available in approved cases. Application forms available from the Headmaster at the school (SAE please). (04357)

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
MEOLE BRACE SCHOOL
Longden Road, Shrewsbury
8 F.E. 11 - 16 comprehensive
Scale 3 Head of Music required for September, 1986.
S.A.E. for further details to Mr. J.L. Pearce. (17406) 133818

WALSALL
METROPOLITAN BOROUGH
HEAD OF MUSIC SCALE 3
Required for September 1986 at Sneyd School, Vernon Way, Off Sneyd Lane, Bloxwich, Walsall. For application forms and further details send S.A.E. to the Head Teacher.
Closing Date: 21st March 1986.
Walsall is an Equal Opportunity Employer. (16798) 133818

Scale 2 Posts and above

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
PERIPATETIC INSTRUMENTAL POST
Required for September 1986 Teacher of Woodwind (Scale 2 Bassoonist preferred) to teach individuals/small groups in schools: To participate in weekly concerts in schools: and to conduct the County Concert Band and to take part in courses, for which additional payment is made.
Car loan/leasing available (essential user).
Forms and further details available from the County Education Officer, Shirehall, Abbey Foregate, Shrewsbury. (17069) 133820

WEST SUSSEX
SENIOR INSTRUMENTAL TEACHER
MID-SUSSEX AREA
Senior Instrumental Teacher, Scale 3 - Woodwind to work in the Mid-Sussex Area (Haywards Heath, Horsham, Burgess Hill) as co-ordinator and teacher. Applicants should have a good working knowledge of the woodwind range, with clarinet and flute as main instruments. Orchestral, Symphonic Band and Dance Band conducting experience essential.
Approporiate car user allowance will be paid.
Application form and further details from The Director of Education, County Hall, West Street, Chichester, West Sussex PO19 1RF or by telephoning Mrs. C. Vigor on Chichester 777763.
Closing date: Monday 24th March, 1986. (17311) 133820

Scale 1 Posts

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
HEAD OF MUSIC (SCALE 3)
Required for 1st September 1986 at Tottington High School, Laurel Street, Tottington, Bury BL8 3LY.
The person appointed should be able to organise the subject to G.C.E. 'O' level and develop choral and instrumental work throughout the school.
Application forms and further details obtainable from and returnable to the Head Teacher at the school by Friday 21st March 1986. (17385) 133822

CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Dunham Road, Altrincham, Cheshire
Tel: 061-928 3703
An Independent R.C. School for Girls
Graduate required for September 1986 for this Catholic Grammar School (820 on roll) to teach Biology throughout the school to A Level.
Application forms and further information obtainable from the Headmistress. Closing date for receipt of applications, Friday, 14th March, 1986. (17374) 133822

ESSEX
CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island
Tel: Canvey Island 696811
(Roll 900)
TEMPORARY MUSIC TEACHER, Scale 1
Required for Summer Term, new thriving school which opened in 1980. Excellent facilities and accommodation.
Letter of application, c.v. and names of two referees to Headteacher as soon as possible - telephone enquiries welcome. (foolscap s.a.e. please).

KING EDWARD VI GRAMMAR SCHOOL
Broomfield Road, Chelmsford CM1 3SX
Tel: (0245) 353510
(Roll 678)
MUSIC TEACHER, Scale 1
Part or full-time required from April for one term only.
Please apply by letter to Headteacher enclosing c.v. (foolscap s.a.e. please). (98835) 133822

GLOUCESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunities Employer)
ARCHWAY SCHOOL
Paganhill, Stroud GL5 4AX
(11 - 18 comprehensive, 1250 mixed)
Required September, teacher of Music (Scale 1) to contribute fully to the curricular (up to A level) and extra curricular work of a flourishing well equipped Department housed in excellent new accommodation.
Application with statement of qualifications and names of two referees should be made by letter to the Headmaster from whom full details obtainable (s.a.e. please). (16578) 133822

HAVERING
LONDON BOROUGH
GAYNES SCHOOL
Brackendale Gardens, Upminster RM14 3UX
Tel: Upminster 22960
(Roll 970 Mixed, 6th form 80)
Headteacher: L.K.M. Bonny, M.Ed., F.C.P.
Required for September 1986, a Graduate Teacher of Music, Scale 1, able to offer some lower school history.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (17282) 133822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Required for September a well-qualified Teacher of Music able to teach throughout the school at all levels. Suitable for first teaching appointment. A good painist is sought with an interest in creative work. The school has a strong tradition of singing, instrumental work and musical production.
Applications to Mrs. D.E. Snape, Headteacher, Rainham School for Girls, Derwent Way, Rainham, Kent ME8 0BX from whom further details and application forms may be obtained. (SAE please). (12095) 133822

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
Re-advertisement
INSTRUMENTAL MUSIC TEACHING SERVICE (REGION 6)
Burnley, Pendle and Rossendale Areas
1st September 1986, or earlier if possible.
SCALE 1 - PERIPATETIC TEACHER - STRINGS (VIOLIN/VIOLA).
Forms/further details from/to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ. (S.A.E. please).
Closing date: 20th March, 1986. (17776) 133822

OXFORDSHIRE
COUNTY COUNCIL
DIDCOT GIRLS' SCHOOL
Sherwood Road, Didcot, Oxon, OX11 0DA
11 - 18 Comprehensive - n.o.r. 900
Co-operative Sixth Form with St. Birinus' School totalling 210 students. One campus
TEMPORARY SCALE 1 MUSIC (due to ill-health) required from April or possibly earlier. A lively and energetic teacher to join a successful Music department and teach 2/3 timetable Music and 1/3 timetable in the Special Needs Department (mainly remedial work).
Please apply by letter immediately giving full c.v. and names of two referees. (Further details available s.a.e. please). (17450) 133822

SANDWELL
METROPOLITAN BOROUGH COUNCIL
BRITANNIA HIGH SCHOOL
(11 - 16 Comprehensive)
Required immediately MUSIC - SCALE 1. Temporary during maternity leave.
Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Britannia Road, Rowley Regis, Warley, West Midlands.
An equal opportunity employer.
Canvassing of members of the will disqualify. (17304) 133822

STAFFORDSHIRE
THE BLAKE COMPREHENSIVE SCHOOL
Marston Road, Hednesford, Cannock WS12 4JH
Required for September, 1986, ASSISTANT TEACHER FOR MUSIC (Scale 1) to join a lively and enthusiastic Department in this 11 - 18 Comprehensive School. The successful applicant will be expected to teach across the age and ability range including work at examination level.
The Music Department is housed in new spacious accommodation purpose built for all musical interests and abilities and plays an important part in the life of the school.
Application forms obtainable from and returnable to the Headteacher at the school (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (17261) 133822

STATES OF GUERNSEY
EDUCATION COUNCIL
SCHOOLS MUSIC CENTRE
(a) Required with effect from 1st September, 1986, a qualified Peripatetic Teacher of Brass Instruments. Main study instrument preferably trombone or tuba. Scale 1.
(b) Required with effect from 1st September, 1986 a qualified Peripatetic Teacher of Woodwind Instruments. Main study instrument preferably flute. Scale 1.
Application forms and further details from the above posts are available from the Director of Education, Education Department, P.O. Box 32, La Couperderie, St. Peter Port, Guernsey, to whom completed forms should be returned by Friday, 28th March, 1986. (17827) 133822

WOLVERHAMPTON
METROPOLITAN BOROUGH OF WOLVERHAMPTON
EDUCATION COMMITTEE
Required from Easter 1986:-
HEATH PARK HIGH SCHOOL
MUSIC SCALE 1
Temporary full or part-time teacher for the Summer Term only in this 11 - 18 mixed comprehensive with excellent facilities and some 800 pupils on roll, located within access of the town's centre.
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR to be returned within 14 days of this advertisememt.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (17305) 133822

Pastoral

Scale 1 Posts

CARPENTERS & DOCKLAND CENTRE - Appointment of Youth and Community Worker. See Youth and Community Section. (17246) 134022

Physical Education

Heads of Department

GLOUCESTERSHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
CLEEVE SCHOOL
Bishop's Cleeve, Nr. Cheltenham
Required from September, Head of Girls' P.E. A Scale 3 post is available for a well qualified applicant who has good experience of teaching all aspects of the subject across the age and ability range. There are good facilities in this 11 - 18 comprehensive school of over 1300 boys and girls.
Further details and forms of application can be obtained from the Headmaster (s.a.e. please). (16579) 134218

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SNAITH SECONDARY SCHOOL
Pontefract Road, Snaith, Goole
Head Teacher: W.J. Marshall
No. on roll: 670
Required for September, 1986, Scale 3 HEAD OF DEPARTMENT OF PHYSICAL EDUCATION.
Application forms and further details obtainable from the Head Teacher at the School (f.s.a.e. please) to whom completed forms should be returned no later than 17th March, 1986.
Humberside County Council is an Equal Opportunity Employer. (17107) 134218

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
LEA MANOR HIGH SCHOOL
Northwell Drive, Luton, Beds.
Tel: 595121
Required for September, 1986, a specialist teacher for Boys Physical Education/Games. Scale 1.
Application forms and further particulars obtainable from and returnable to the Head at the School, s.a.e. please. (17549) 134222

BEXLEY
LONDON BOROUGH
HOWBURY GRANGE TECHNICAL SCHOOL
Slade Green Road, Erith, Kent DA8 2HX
Tel: Dartford 347831
A teacher is required as soon as possible to teach History and Boys P.E. The appointment will be for 1 term in the first instance.
Application form and further details available from the Head Teacher. (13630) 134222

BIRMINGHAM
EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
31 Calthorpe Road, Birmingham B15 1RX
Required for September, 1986, a graduate teacher of Girls' Physical Education.
Candidates are sought with a particular interest in dance, netball, swimming, tennis.
Application indicating other subject(s) to be offered should be sent with curriculum vitae, referees and stamped addressed envelope, please, to the Headmaster and should arrive before Wednesday 19th March, 1986. (17370) 134222

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1986 teacher of Physical Education with an interest in tennis, athletics, dance, cross-country, squash and netball. Candidates are asked to state their other main winter game. Salary: Burnham Scale 1 but possible Scale II for candidate interested in the organisation of Duke of Edinburgh Award Scheme.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CRO 1AX. (12078) 134222

CROYDON
TRINITY SCHOOL
Croydon
P.E. Teacher required. See Independent Schools P.E. (17719) 134222

PERMANENT UNATTACHED SECONDARY TEACHERS
Scale 1/2
Required April 1986
This authority has an established pool of Unattached Teachers. These Teachers are allocated to schools to provide general cover for short and long term absences and unfilled vacancies. Scale 2 may be available for suitable candidates. THESE POSTS ARE NOT SUITABLE FOR PROBATIONERS.
Applications are invited from enthusiastic Teachers who wish to take advantage of the teaching opportunities that this Borough offers.
The Borough is particularly keen to ensure that members of the ethnic minority groups are well represented in our teaching force. **We therefore would particularly welcome your application if you are from an ethnic minority background.**
Newham welcomes applications from qualified teachers at any time for posts related to their qualifications and experience for full or part-time employment.
London Allowance: £1,038.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 18th March 1986.
Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Authority (12463)
LONDON BOROUGH OF NEWHAM

SECONDARY PHYSICAL EDUCATION
continued

CUMBRIA
COUNTY COUNCIL
KIRKBY STEPHEN GRAMMAR SCHOOL
Kirkby Stephen, Cumbria CA17 4HA
(Mixed Comp. 11 - 18 NOR 400)
Required for September 1986, a teacher of Boys' P.E. and Games and Creative Arts. (Scale 1). The post will initially involve about Equal teaching time in both Areas.
Application forms and further details from the Head at the school, to whom completed applications should be returned within two weeks of the appearance of this advert. (S.A.E. Please). (98229) 134222

DORSET
AVONBOURNE SCHOOL
Harewood Avenue, Bournemouth BH7 6NY
(N.O.R. 1006)
Required from September, 1986, teacher of Physical Education (Scale 1), able to offer Art as second subject. Temporary post for one year in the first instance. Avonbourne Schools is an 11 - 16 girls' bilateral school with an outstanding record of sporting achievement. Applications from newly qualified teachers welcome.
Further details and application form (foolscap s.a.e. please) available from the Headteacher to whom applications should be returned by Monday, 24th March. (17589) 134222

ESSEX
THE BOSWELLS SCHOOL
Burnham Road, Chelmsford CM1 5LY
Tel: Chelmsford 264451
(Roll 1300)
BOYS P.E., Scale 1
Full-time temporary teacher required for Summer Term.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island
Tel: Canvey Island 696811
(Roll 920)
TEACHER OF BOYS' P.E. Scale 1
Required September, 1986, must have ability to teach all aspects of boys' P.E./Games but special interest in Rugby and Basketball advantageous. New thriving school. Excellent facilities. Telephone enquiries and preliminary visits welcome.
TEACHER OF GIRLS' P.E. AND HEALTH EDUCATION, Scale 1
Required September, 1986. New thriving school with excellent facilities. Telephone enquiries and preliminary visits welcome.
Application forms and further particulars for the above two posts from Headteacher (foolscap s.a.e. please).

CHELMER VALLEY HIGH SCHOOL
Court Road, Broomfield, Chelmsford CM1 5ER
Tel: 0245 440232
(Roll 1072: inc. 102 VIth Form)
GIRLS' PHYSICAL EDUCATION TEACHER, Scale 1
Required September, enthusiastic teacher with particular interest in dance and gymnastics. Significant commitment to extra-curricular work expected. Subsidiary Maths or Science useful. Closing date: 21st March, 1986.
Letter of application, including c.v. and names of two referees to Headteacher (foolscap s.a.e. please).

LAINDON SCHOOL
High Road, Laindon, Basildon SS15 6DD
Tel: Basildon 45871
(Roll 1139)
TEACHER OF GIRLS P.E., Scale 1
Candidates should state second subject. Sports hall, gymnasium and covered pool. Required for 7th April, 1986.
Letter plus c.v. and names of two referees to Headteacher (foolscap s.a.e. please). (17748) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent ME10 4DB
Required in September at this 4-form entry, selective school for boys, teachers (several posts) for a combination of P.E., Games (especially Soccer, Hockey and Cricket) and at least on of Computing, Economics, Mathematics and Physics to at least O-Level.
Applications (no forms) direct to the Headmaster at the school.

UPBURY MANOR SCHOOL
TEACHER OF PHYSICAL EDUCATION (SCALE 1)
Required for April or September, a qualified teacher of Physical Education able to offer major games, including cricket, and athletics. Excellent facilities; interest in Educational Gymnastics welcome; swimming an advantage. Post suitable for newly qualified teacher. State second teaching subject.
Application form and further information from Miss P. Fenton, B.Sc., Acting Headteacher, Upbury Manor School, Marlborough Road, Gillingham, Kent (s.a.e. please).

DOVER DIVISION
ASTOR SECONDARY SCHOOL
Astor Avenue, Dover CT17 0AS
Required September 1986, Scale 1 teacher of Girls' Physical Education and Games.
Applications in writing to the Headteacher at the school giving full curriculum vitae and names and addresses of two referees. S.A.E. please. (12096) 134222

DORSET
EDUCATION COMMITTEEE
STURMINSTER NEWTON HIGH SCHOOL
Bath Road, Sturminster Newton DT10 1DT
(11 - 16 Mixed Comprehensive, 100 on roll)
Required for Summer Term 1986, Teacher of Boys' P.E. (Scale 1).
Applications in writing to the Headteacher, with the names and addresses of two referees, as soon as possible. (17593) 134222

KENT
THE SPASTICS SOCIETY
THOMAS DELARUE SCHOOL
Tonbridge, Kent
See under Special Schools. (41875) 134222

NORTH YORKSHIRE
COUNTY COUNCIL
ST. AIDAN'S C E HIGH SCHOOL
Oatlands Drive, Harrogate HG2 8JR
Required for September, 1986, Scale 1 teacher of BOYS' P.E. Candidates would be expected to teach a wide variety of sports.
Apply by letter to the Headmaster at the school giving full curriculum vitae and the names and addresses of two referees. (17582) 134222

OXFORDSHIRE
COUNTY COUNCIL
HENRY BOX SCHOOL
Church Green, Witney OX8 6AX
Group 11 (1040) Mixed, 11 - 18
Required from 7th April 1986 for summer term only a temporary boys P.E. & Games teacher (scale 1) to join a strong department with excellent facilities.
Send letter of application with curriculum vitae and S.A.E. to The Head Teacher as soon as possible. (16791) 134222

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, Telford
Required for Sepember, 1986 (one year in the first instance), a Scale 1 Physical Education teacher who can offer Games (Football, Rugby, Cricket, Athletics) and P.E. as an examination subject.
Application forms and further details from the Head (S.A.E.). (17407) 134222

STAFFORDSHIRE
THOMAS ALLEYNE'S HIGH SCHOOL
Dove Bank, Uttoxeter ST14 8DU
Required from September, 1986, teacher of Boys' PHYSICAL EDUCATION and GAMES (Scale 1) in this Senior High School (for 13 - 18 year old students). An all round sporting interest is sought but the major boys' sports are soccer and cricket in a department which is heavily committed to a full extra curricular programme (including weekends).
Application forms and further particulars obtainable from and returnable to the Headteacher at the school (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (17274) 134222

Religious Education

Heads of Department

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywood, Birmingham B47 5JW
Required from September 1986 Head of Religious Education Scale 2. An ability to teach a multi faith examination syllabus to CSE and 'O' level and Biblical studies to 'A' level is preferable.
Initial letter of application with C.V. and s.a.e. to the Headmaster for further details and application form. (17423) 134418

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT
(mixed comprehensive - approximately 1670 on roll)
HEAD OF RELIGIOUS EDUCATION - SCALE 3
Required from September 1986 or earlier, to continue the development of this subject to all levels. Scale 3.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, D. Gilling M.A. LesL. giving full curriculum vitae and the names and addresses of two referees. (17384) 134490

Scale 1 Posts

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1986 university Honours Graduate to teach Religious Studies to at least Orindary Level and if possible to Advanced Level. This is a part-time post Scale I. The person appointed must have a scholarly approach and an interest in World Religions is essential as the School studies the World Religions/Gospel O-Level.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CRO 1AX. (12077) 134422

HERTFORDSHIRE
WARD FREMAN SCHOOL
Bowling Green Lane, Buntingford, Herts.
Group 10, 630 on roll, 130 in Sixth Form
Required for September, 1986 in this well-established and highly regarded comprehensive school a TEACHER OF RELIGIOUS EDUCATION, Scale 1, to all levels of ability.
The esuccessful candidate will be joining one of the most imaginative Departments in the County. A specialist is required who possesses a deep love of the subject, but a willingness to offer a second subject and to contribute to extra-curricular activities.
Write to the Headmaster at the school with full c.v., names of two referees and teaching practice school where applicable. (17573) 134422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber
Head Teacher: Mrs. A. Fraser
No. on Roll: 1310
Scale 1 Teacher of R.E. and English (see 'English' section). (17104) 134422

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
JOHN HUNT SCHOOL
Gibbons Road, Trench, Telford
Required from September, for one year in the first instance, teacher of mainly R.E. with some upper school Integrated Humanities.
Further details and application forms from the Head (SAE). (17071) 134422

SURREY
THE ROYAL GRAMMAR SCHOOL
Guildford, Surrey
(HMC Independent - 730 day boys aged 11 to 18 - 200 in 6th Form)
Required in September, a Graduate in Theology to teach Religious Education at all levels. RE has a favourable place in the curriculum at this academically selective school. Ability and willingness to help with extra-curricular activities such as CCF, Scouts, rugby and cricket will be an advantage.
Salary: Burnham plus; Scale 2 available for appropriate qualified and experienced candidate.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be sent to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (16941) 134422

Social Services
PE Teacher
Burnham Scale 1, plus Special School Allowance.
An experienced teacher of PE and Games is required at Houghton Lodge School, Ampthill for Spring 1986 or as soon as possible thereafter. The School takes children in care for assessment and long term education.
A Scale 2 could be available for an energetic, dedicated person with a firm but caring approach, willing and able to undertake some additional responsibilities in the School.
For further information telephone Mr Eldred, Ampthill 402499.
For an application form write on a postcard to Director of Social Services, County Hall, Bedford.
Closing date 21st March 1986,
The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (16757)
Bedfordshire
COUNTY COUNCIL

Rural Science

Scale 1 Posts

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFYLLIN HIGH SCHOOL
(Tel: Llanfyllin 391)
Required for September, 1986 a qualified teacher of Rural Science with some Biology. Scale 1. An ability to teach through the medium of Welsh is desirable. (Ref: 91).
Application forms and further particulars available from the Headteacher (S.A.E.) at the school to be returned by 21st March, 1986. (16546) 134622

Science

Heads of Department

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Co-educational Comprehensive. Roll 1055. Sixth Form 163
Near Cockfosters tube station and New Barnet B.R. station
Required April or September, 1986, HEAD OF PHYSICS, Scale 3 or 4.
Qualified graduate to take overall responsibility for teaching of PHYSICS and ELECTRONICS. School has large number of O and A level candidates each year. Science Department has ten large and several small laboratories and five technicians. Scale 4 post might be offered to experienced teacher with record of successful examination work.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (16540) 134818

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
ARTHUR MELLOWS VILLAGE COLLEGE
Helpston Road, Glinton, Peterborough PE6 7JX
Tel: Peterborough 252235
Warden: Mr. L.V. Lowings
(11 - 18 Comprehensive Co-Educational)
Group 11
Required for September, 1986:-
Head of Department - Scale 3.
An energetic and enthusiastic teacher to be Head of Chemistry within the Science Faculty.
Well established courses to 'O', C.S.E. and 'A' level. Excellent laboratory facilities and resources.
Further details and an application form available from the Warden at the above address (s.a.e. first class). Closing date 21st March, 1986. (17516) 134818

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1986 University Honours Graduate to be Head of the Biology Department. The subject is compulsory throughout the school to O-level. This is a strong Department and the person appointed would be expected to teach to Oxford and Cambridge Entrance Level, to be a good organiser and to be aware of the changes required by the new GCSE examination. The post will be Burnham Scale 4 for a suitably experienced and qualified candidate.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon Surrey CR0 1AX. (16711) 134818

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
GSA - Independent - 775 girls
Required for September 1986 a well-qualified Head of Chemistry to lead a department of four in a school which has a strong reputation for science.
This is a Scale 4 post on the J.A.G.S. scale (Burnham plus) with Inner London Allowance.
For further information, please apply to the Headmistress enclosing a c.v. and names, addresses and telephone numbers of two referees. (16021) 134818

NORFOLK
KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn PE30 2QB
Roll 1328 mixed (Group 12) 11 - 18 years (166 VI Form)
SCALE 3 HEAD OF BIOLOGY
Required September, 1986, a well qualified and experienced Teacher to be Head of Biology within the Science Faculty and to teach the subject throughout the School up to 'A'/'S' level.
Interest in junior integrated science an advantage.
Apply by letter, giving names of two referees and tabulated c.v. to the Acting Headteacher (as soon as possible) for whom further particulars are obtainable (s.a.e. please). (16584) 134818

SURREY
GUILDFORD HIGH SCHOOL)
(Church Schools Company Ltd.)
Head of PHYSICS required for September.
Please see Independent section for details. (98193) 134818

SUTTON
LONDON BOROUGH OF SUTTON
ST. PHILOMENA'S RC COMPREHENSIVE SCHOOL FOR GIRLS
Pound Street, Carshalton, Surrey SM 3PS.
Tel: 01-642 2025
HEAD OF PHYSICS - Scale 3
Required for September 1986, an experienced and well qualified Physics graduate to take charge of well-equipped, organised Physics Department. Physics is taught to GCSE 'A' level and 'S' levels. Help with junior science may be required. An interest in pastoral work would be an advantage.
Please apply in writing to the Headteacher, enclosing cv and names and addresses of two referees. Any candidates wishing to visit the school will be very welcome. (17233) 134818

WEST SUSSEX
WARDEN PARK SCHOOL
Broad Street, Cuckfield, Haywards Heath, West Sussex RH17 5DP
11 - 16 Mixed Comp. NOR 1400
Required September 1986, due to promotion, a Head of Science Dept. (Scale 4) preferably a Physics Specialist. Well staffed successful department, using modern syllabus, good facilities with 8 laboratories.
Form and details from Head, s.a.e. please. Removal expenses may be paid in approved cases. (17362) 134818

Scale 2 Posts and above

BIRMINGHAM
COUNTY COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
BYNG KENRICK CENTRAL/SIR WILFRID MARTINEAU SCHOOL
Gressel Lane, Birmingham B33 9UF
Tel: 021-779 6737
TVEI SCHEME
Scale 3. Science/Information Technology
Required for September, 1986.
Application forms and further particulars available from the T.V.E.I. Co-ordinator Byng Kenrick Central School enclosing S.A.E. Closing Date: 21st March, 1986. (16786) 134820

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1986 University Honours Graduate to help with the teaching of Chemistry. The school has a strong Chemistry Department regularly sending girls to Oxford and Cambridge. The person appointed would be required to teach throughout the school to university entrance level. The post could be a Scale 3 for a suitable person but well qualified beginners are welcome to apply. Please state second teaching subject. This post could be part-time in certain circumstances.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CRO 1AX. (16708) 134820

ESSEX
SAFFRON WALDEN COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UH
Tel: 0799 27585
(Roll 1400 : 11 - 18 Co-Ed. Comp. : Sixth Form 190)
SECOND IN PHYSICS DEPARTMENT, Scale 3
Required September, Graduate to assist with Curriculum Development.
Letters of application, including curriculum vitae and names and addresses of two referees to Headteacher - details sent with acknowledgement (foolscap s.a.e. please).

COLCHESTER ROYAL GRAMMAR SCHOOL
Lexden Road, Colchester CO3 3ND
Tel: (0206) 577971
(Roll 637 : Sixth Form 175)
ASSISTANT PHYSICS TEACHER, Scale 2
September, throughout the school. Substantial 'A' level Physics and /or 'A' level Electronic Systems.
Please send c.v. and names of two referees promptly to the Headteacher, from whom application forms and further details may be obtained (foolscap s.a.e. please). (17783) 134820

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER
The following are required for 1st September, 1986, and the closing date is 20th March, 1986.
SECONDARY SCHOOLS
Forms/further details from/to the Headteacher at the school. (SAE please).

Re-advertisement
LONGRIDGE ST. CECILIA'S R.C. HIGH (AIDED)
Chapel Hill, Longridge. (360 on Roll)
SCALE 3 – HEAD OF RELIGIOUS EDUCATION. WELL EXPERIENCED ROMAN CATHOLIC PREFERRED. (PREVIOUS APPLICANTS WILL BE RE-CONSIDERED).

LEYLAND BALSHAW'S HIGH (CONTROLLED)
Church Road, Leyland, Preston. (915 on Roll – mixed)
SCALE 1 – PHYSICS

SKELMERSDALE GLENBURN HIGH
Yewdale, Southway, Skelmersdale. (945 on Roll)
SCALE 1 – MATHEMATICS. APPLICATIONS FROM STUDENTS CURRENTLY COMPLETING THEIR INITIAL TRAINING ARE WELCOME.

ACCRINGTON MOORHEAD COUNTY HIGH
Cromwell Avenue, Accrington. (1050 on Roll – 11-16 mixed)
SCALE 1 – MATHEMATICS (ABILITY TO OFFER COMPUTER STUDIES/AWARENESS AN ADVANTAGE). (04361)

SECONDARY SCIENCE
continued

HERTFORDSHIRE
ST MARY'S CATHOLIC SCHOOL
Windhill, Bishop's Stortford
Mixed Comprehensive 11 - 18 (680 on roll)
Required for September 1986. An experienced Physics Graduate to teach the subject to O, A and S level. The successful applicant would be responsible for all Upper School Physics within a highly successful Science Department. Physics is a major 4th Year and 6th Year Options. He/she would also be expected to play an appropriate part in fostering the ethos of a well subscribed Catholic School.
The salary is Scale II plus London (Outer) Fringe Allowance.
Please apply in writing to the Headmaster at the school, enclosing full curriculum vitae and the names and addresses of 2 professional referees. (17578) 134820

HERTFORDSHIRE
BISHOP'S HATFIELD GIRLS' SCHOOL
Woods Avenue, Hatfield
SCIENCE & TECHNOLOGY
Scale 2
Required for September 1986, a qualified teacher with energy and initiative to develop and expand the teaching of Technology in this 11 - 18 comprehensive school. The subject was brought into the curriculum as a Fourth form option in September 1985 with the support and assistance of an Advisory Teacher. The successful candidate will have the opportunity to build his/her own department. The balance of the teaching load will be made up in the Science Department in Junior Science and/or Physics or Chemistry, depending on interest and experience.
Further information from the Headmistress to whom applications should be sent, including curriculum vitae and names and addresses of two referees. (17551) 134820

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
UPBURY MANOR SCHOOL
SECOND IN SCIENCE DEPARTMENT (Scale 3)
Required for September, a well qualified, experienced and enthusiastic teacher to be appointed Second in Science Department. Progressive Department with strong commitment to Integrated Science teaching.
Application form and further information from Miss P. Fenton, B.Sc., Acting Headteacher, Upbury Manor School, Marlborough Road, Gillingham, Kent (s.a.e. please). (12097) 134820

LANCASHIRE
BURY GRAMMAR SCHOOL (GIRLS)
Bridge Road, Bury, Lancs. BL9 0HH
Independent, ex Direct Grant, Main School 580, Sixth Form 150
Required in September a well-qualified graduate to share in the teaching of CHEMISTRY throughout the school to A and S level. A Scale 2 post is available for a candidate with good experience.
Please apply directly to the Headmistress at the school (no forms) with a curriculum vitae and the names of two professional referees.
(41872) 134820

LINCOLNSHIRE
STAMFORD HIGH SCHOOL
Lincolnshire
G.S.A. Independent Day and Boarding. 968 Girls 4 - 18
CHEMISTRY
Required for September 1986, a well-qualified graduate to teach Chemistry throughout the school and take responsibility for developing a Combined Science course at GCSE level. This could be a grade 2 or 3 post depending on the experience of the candidate.
Please forward your application together with curriculum vitae and names and addresses of two referees to: Miss G.K. Bland, B.A., Headmistress, Stamford High School, St. Martin's, Stamford, Lincolnshire PE9 2LJ. (16352) 134820

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for September 1986 a Graduate to teach PHYSICS. Salary Burnham on a scale appropriate to experience, plus London Allowance. Single accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (17725) 134820

SANDWELL
METROPOLITAN BOROUGH COUNCIL
GEORGE SALTER HIGH - SCHOOL
MICRO - ELECTRONICS and PHYSICS
See advertisement under Science scale 1.
(17307) 134820

SOUTH GLAMORGAN
CYNGOR SIR DE MORGANNWG
YSGOL GYFUN GYMRAEG GLANTAF
Caerdydd
11 - 18 Grwp 10. 950 o ddisgyblion
ERBYN MIS MEDI 1986
Athro/Athrawes gyda chymwysterau addas i ddysgu FFISEG drwy'r ysgol. Graddfa 2 i ymgeisydd addas a phrofiadol.
Bydd ffurflenni cais ar gael a anfon amlen hunan gyfeiriedig i'r cyfeiriad isod.
Dylid dychwelyd y ffurflenni cais o fewn 14 diwrnod ar ol ymddangosiad yr hysbyseb hwn yn y Wasg.
Derek Orrell, Cyfarwyddwr Addysg, Swddfa Addysg, Ffordd y Brenin, Caerdydd CF1 4JG. (16591) 134820

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
Maidstone Road, Felixstowe IP11 9EF
11 - 18 mixed comprehensive roll 1100
Required September 1986 TEACHER OF PHYSICS Scale 1 to join an innovative Science Department piloting SUFFOLK SCIENCE.
Application forms and details obtainable from the Head at the school, s.a.e. please. (17810) 134820

CYNGOR SIR
DYFED
COUNTY COUNCIL

Required for September, 1986.

1. FISHGUARD COUNTY SECONDARY SCHOOL, HEOL DYFED, FISHGUARD
SENIOR MASTER/MISTRESS
(Deputy Head Scale Group 10)
Applications are invited from well qualified and experienced teachers to join the senior management team. Whilst the specific responsibilities will include girls' welfare, the introduction of a new pastoral system, and liaison with primary schools; the successful candidate will be expected to contribute to curriculum development and all aspects of school life. Approximately a fifth of the pupils entering Fishguard School are fluent in the Welsh language.
Application by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 20th March, 1986. Further details are available on receipt of a stamped addressed envelope from the Headteacher.

Required for April, 1986 or as soon as possible thereafter.
2. MARY IMMACULATE ROMAN CATHOLIC SCHOOL, HAVERFORDWEST.
Catholic Teacher required for Scale 1, Junior I/II post. Music is essential.
Application by letter including curriculum vitae and the names and addresses of two referees (one being present employer or Parish Priest), to the Chairman of the Governors, Mary Immaculate R.C. School, Merlins Terrace, Haverfordwest, Pembrokeshire SA61 1PH by 20th March, 1986.

Yn eisiau cyn gynted ag y bo modd
3. YSGOL DEWI SANT, LLANELLI (Grwp 5).
AIL-HYSBYSEB
Gwahoddir ceisiadau oddi wrth athrawon profiadol am swydd athro/athrawes (Graddfa 2) i fod yn gyfrifol am arwain y cwricwlwm yn y Gymraeg a'r Saesneg drwy'r Adran Iau. Disgwylir i'r ymgeisydd llwyddiannus feddu cymhwyster arbennig yn Gymraeg ac/neu Saesneg. Ni ddisgwylir i'r ymgeiswyr a atebwyd y hysbyseb cyntaf [illegible] gynnig. Rhoddir ystyriaeth i'w ceisiadau.
Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Swyddog Addysg Rhanbarthol, Swyddfa Addysg Rhanbarthol, 17 Heol Goring, Llanelli. Ceisiadau i'w dychwelyd erbyn 20fed Mawrth, 1986.
W. J. PHILLIPS
Director of Education/Cyfarwyddwr Addysg
(04331)

Scale 1 Posts

BEXLEY
LONDON BOROUGH
CHISLEHURST AND SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup, Kent DA15 9AG
Tel: 01-302 6511
Required for September, 1986 a graduate physicist to teach Physics throughout this co-educational selective grammar school. Work will include 'O' and 'A' Level groups and the preparation of candidates for Oxford and Cambridge examinations. An interest in computing and/or electronics will be an advantage.
Application forms available from the school. Please enclose s.a.e.

BEXLEY TECHNICAL HIGH SCHOOL FOR GIRLS
Required for April 1986, a temporary teacher of SCIENCE, Scale 1, for one term initially. The ability to teach Chemistry to G.C.E. 'O' level would be advantageous. (13627) 134822

BIRMINGHAM
COUNTY COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
ARCHBISHOP ILSLEY R.C. SCHOOL
Victoria Road, Birmingham B27 7XY
Tel: 021-706 4200
Scale 1 teacher of Physics required as soon as possible. Roman Catholic preferred. Ability to teach to A level. Some General Science in Lower School.
Application forms and further particulars available from the Headteacher of the school enclosing s.a.e. Closing date 21st March, 1986.
(16784) 134822

BRENT
LONDON BOROUGH OF BRENT
KINGSBURY HIGH SCHOOL
Princes Avenue, Kingsbury NW9 9JR
Tel: 01-204 9814
Roll: 1686, 11 - 18 yrs. 300 in Sixth Form
Required from April or September 1986 -
A SCIENCE TEACHER (Scale 1) to teach PHYSICS to 'A' level and to assist with Combined Science in the Lower School. Physics is a popular subject within a large and successful Science department that is developing the use of computers in its teaching.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally commited to multi-cultural education.
Unless otherwise stated application forms (SAE) obtainable from the Head Teacher returnable within 14 days. (17474) 134822

BROMLEY
LONDON BOROUGH
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
Tel: 01-462 2767
(Six-form entry co-educational 11 - 19 years)
For 2nd June 1987, graduate MASTER/MISTRESS to teach BIOLOGY preferably up o the Advanced Level. Temporary post to cover teacher of maternity leave, until December.
Scale 1 plus £678 London Area Allowance.
It is hoped to recruit an able and enthusiastic teacher who will be interested in examination work and enjoy working in a disciplined and responsive environment. The school has a large sixth form of 230 students and easily fills all ability levels of a balanced intake.
Application forms and further particulars may be obtained from Dr. J.S. Leeming, the Headmaster at the School (foolscap s.a.e. please) to whom completed forms should be returned by 18th March 1986.
(17577) 134822

BROMLEY
THE LONDON BOROUGH
LANGLEY PARK SCHOOL FOR BOYS
Hawksbrook Lane, South Eden Park Road, Beckenham, Kent BR3 3BP
Tel: 01-650 9253
For September, 1986, Graduate to teach Physics. Sixth form work may be available for a suitably qualified candidate. Scale 1.
Applications from new entrants to the profession would be welcome.
The School has a strong science tradition, and facilities are excellent. It services an Outer-London residential area, about twelve miles from the city centre.
Application forms and further details available from the Headmaster at the School (foolscap s.a.e., please), to whom completed forms should be returned by 18th March, 1986. (17574) 134822

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5EH
(mixed comprehensive - approximately 1440 on roll)
Required from April 1986, a teacher of Science with the ability to teach biology across the age range. Scale 1.
This is a temporary one term post until the permanent appointment can be made.
This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12 - 16 and has purpose-built sixth form accommodation for up to 240 pupils. It has strong form teacher support for its pupils and developing community involvement.
Apply by letter to the Headteacher, A.K. Harrison, B.A., giving full curriculum vitae and the names and addresses of two referees. (17378) 134822

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5EH
(mixed comprehensive - approximately 1440 on roll)
Required from April 1986, a teacher of Physics to teach throughout the age range. Scale 1.
This is a temporary post to cover maternity leave.
This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12 - 16 and has purpose-built sixth form accommodation for up to 240 pupils. It has strong form teacher support for its pupils and developing community involvement.
Apply by letter to the Headteacher, A.K. Harrison B.A. giving full curriculum vitae and the names and addresses of two referees. (17379) 134822

CAMBRIDGESHIRE
(Equal Opportunity Employer)
SAWSTON VILLAGE COLLEGE
Required from September. Assistant Teacher for CHEMISTRY (Scale 1) to G.C.S.E. standard with interest in modern developments in science teaching. Excellent facilities for science teaching in this 11 - 16 comprehensive community college (roll 1350). Pleasant surroundings 7 miles south of Cambridge, close to M11.
Details and application form from Warden, New Road, Sawston, Cambridge CB2 4BP. Closing date 17th March. (17512) 134822

CAMBRIDGESHIRE
(Equal Opportunity Employer)
COMBERTON VILLAGE COLLEGE
Comberton, Cambridge CB3 7DU
Required from September at this 11 - 16 mixed comprehensive school within a Village College, SCIENCE TEACHER, PHYSICS GRADUATE (Scale 1) able to teach current 16+ Chemistry and Physics and future GCSE Co-ordinated Science Courses.
Application form and further details from the Warden at the College (s.a.e. please). (17532) 134822

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area
ST. IVO SCHOOL
St. Ives, Huntingdon, Cambs.
(1660 Mixed 11 - 18 Comprehensive)
Required for September a well qualified Teacher of BIOLOGY, Scale 1, to teach to all levels up to 'A' and 'S' level.
Tropical House and fine facilities.
Application forms and further details from the Headmaster (SAE please). (17517) 134822

CAMBRIDGESHIRE
(Equal Opportunity Employer)
SAWSTON VILLAGE COLLEGE
Required from September, Assistant Teacher of Physics, Scale 1, to GCSE, in this 9 form entry 11 - 16 comprehensive Community College. Interest in Electronics and Computing an advantage. Excellent facilities include well equipped modern laboratories. 7 miles south of Cambridge.
Apply by letter with full c.v. and names, addresses and telephone numbers of two referees, to the Warden, New Road, Sawston, Cambridge CB2 4BP. Further details available (S.A.E please). (17773) 134822

CHESHIRE
EDUCATION COMMITTEE
GREAT SANKEY COUNTY HIGH
PHYSICS
Required for September to join a keen and successful department with interest in modern curriculum developments. Ability to teach Physics to 'A' level essential and give support to lower school Combined Science Course. Scale 2 available according to experience.
Applications to Great Sankey County High, Barrowhall Lane, Great Sankey, Warrington WA5 3AA. Tel: 0925 72 4118.
(17885) 134822

CLEVELAND
COUNTY OF CLEVELAND
An Equal Opportunity Employer
BLAKESTON SCHOOL
Junction Road, Stockton, Cleveland TS19 9LT
(11 - 16 mixed comprehensive, 911 on roll)
(Tel: Stockton 612381)
SCALE 1 PHYSICS
A suitably qualified teacher of Physics is required for September, 1986.
Application forms and further details obtainable from and returnable to the Head Teacher at the school by 21st March, 1986.
Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees.
Financial assistance with household removal expenses may be available in approved cases. (17117) 134822

EALING
LONDON BOROUGH
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell W7 1EU
1 term temporary contract required from 1st May 1986 graduate to teach Physics throughout the school. Scale 1 + £1,038 London Weighting.
Application forms from the Chief Education Officer, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 21st March 1986. (17634) 134822

EAST SUSSEX
SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11 - 18. Roll: 1,150
From September: Teacher of Physics (Scale 1) to join a lively and successful department. Good facilities and an opportunity to share in 'A' level work.
Relocation grants in approved cases.
Application forms (sae please) from the Head Teacher. (17545) 134822

ESSEX
COLCHESTER ROYAL GRAMMAR SCHOOL
Lexden Road, Colchester CO3 3ND
Tel: (0206) 577971
(Roll 637 : Sixth Form 175)
ASSISTANT PHYSICS TEACHER, Scale 1
September, throughout the school, Substantial 'A' level Physics and/or 'A' level Electronic Systems. Excellent opportunity for newly qualified applicant.
Please send c.v. and names of two referees promptly to the Headteacher, from whom application forms and further details may be obtained (foolscap s.a.e. please).

THE GREENSWARD SCHOOL
Greensward Lane, Hockley SS5 5HG
Tel: Southend 202571
(Roll 1030)
TEACHER OF CHEMISTRY, Scale 1
Required April or September, 1986. The successful candidate would be expected to teach Chemistry to 16+ and Integrated Science in the Lower School. Ability to teach Biology or Physics an advantage.
Applications should be made by letter to Headteacher, giving full details and the names, addresses and phone numbers of two referees (foolscap s.a.e. please).

ST. THOMAS MORE HIGH SCHOOL FOR BOYS
Kenilworth Gardens, Westcliff-on-Sea SS0 0BW
Tel: Southend-on-Sea 344933
(Roll 588)
ASSISTANT TEACHER OF SCIENCE, Scale 1
Required September, to teach Nuffield Combined Science to the Lower School and Chemistry/Physics up to GCE 'O' level. Practising Catholic preferred.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (17749) 134822

HAMPSHIRE
ROBERT MAY'S SCHOOL
West Street, Odiham, Hampshire RG25 1NA
(Mixed Comprehensive 11 - 16)
N.O.R. 1,017
Required for April or September 1986. Scale 1 post.
Physics teacher to teach junior Science in Years 1-3 and 'O' Level/C.S.E. Physics in Years 4 and 5. Closing date 21st March 1986.
Applications by letter with a CV and names of two referees to the Headmaster from whom further details of the post can be obtained on receipt of s.a.e. (17288) 134822

HERTFORDSHIRE
THE KNIGHTS TEMPLAR SCHOOL
Park Street, Baldock, Herts. SG7 6DZ
Head: Mr. P. Chapman
Co-educational Comprehensive (116 in Sixth Form)
Required for September 1986 a teacher of PHYSICS (Scale 1 or 2) according to experience to teach the subject throughout the school to O and A level.
Apply in writing to the Headmaster with curriculum vitae and names and addresses of two referees. Please enclose s.a.e. (16770) 134822

HERTFORDSHIRE
MONKS WALK SCHOOL
Welwyn Garden City
Tel: 0707 322846
950 Pupils 11 - 18
Required for September, 1986, a teacher of Chemistry with integrated Science, Scale 1, to teach the full age and ability range in this comprehensive school.
Description of School and Department available from the School (large s.a.e. please). Letters of application to the Headmaster as soon as possible, enclosing a c.v. and the names, status and addresses of two referees. (17580) 134822

HILLINGDON
LONDON BOROUGH OF HILLINGDON
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon UB10 0EX
Number on roll: 792 boys (150 in the Joint Sixth Form with girls school on the same site)
Headteacher: M.W. White, M.A., B.Sc
Required for September, 1986, a graduate teacher for Physics (Scale 1/2) to teach the subject up to 'A' level and Nuffield Combined Science in the lower school.
There is also the opportunity to be involved in TVEI which starts in the school next September.
The Science Department is well equipped and supported by Laboratory Technicians.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing date: 2 weeks after advertisement.
Outer London Allowance Payable. (16777) 134822

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
ALL SAINTS RC HIGH SCHOOL
Bradley Bar, Huddersfield HD2 2JT
Ref: 1302
Voluntary Aided, 1260 pupils, 11 - 18 years
Required for September 1986 a teacher of PHYSICS, SCALE 1. For this post a well-qualified graduate physicist is sought who will be able to take a share of 'A' level teaching as well as a wide range of work with younger pupils. Examination work is based on Nuffield Syllabuses. This is a challenging post offering good experience and would be suited to a newly-qualified teacher.
Application forms, together with further details (s.a.e. please) from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (17458) 134822

LANCASHIRE
BURY GRAMMAR SCHOOL (GIRLS)
Bridge Road, Bury, Lancs BL9 0HH
Independent, ex Direct Grant, Main School 580, Sixth Form 150
Required in September a graduate to teach PHYSICS part-time to at least O level standard.
Please apply directly to the Headmistress at the school (no forms) with a curriculum vitae and the names of two professional referees. (41874) 134822

LONDON EC2A
(Re-advertisement)
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required to begin in September 1986 or earlier if possible, in this Voluntary Aided 11 - 18 school, a Scale 1 Physical Science Teacher.
Letter of application for this post with full curriculum vitae, names and addresses of two educational referees and s.a.e. for further details to the Head within two weeks of the appearance of this advertisement. (16981) 134822

LONDON W6
ST PAUL'S GIRLS' SCHOOL
Brook Green, London W6 7BS
Requires a fully qualified and enthusiastic graduate to teach BIOLOGY throughout the School from September 1986. A modern approach is essential; experience preferred.
Applications in writing (marked 'For the attention of the School Secretary') should be addressed to The High Mistress, giving full curriculum vitae and the names and addresses of two referees. (17624) 134822

NORFOLK
KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn PE30 2QB
Roll 1328 mixed (group 12) 11 - 18 years (166 VI Form)
Scale 1 Temporary full-time or part-time Teacher of Biology
Required for Summer Term 1986.
Apply by letter, giving names of two referees and tabulated c.v. to the Acting Headteacher (as soon as possible) from whom further particulars are obtainable (s.a.e. please). (16586) 134822

NORTH YORKSHIRE
COUNTY COUNCIL
ST AIDANS CE HIGH SCHOOL
Oatlands Drive, Harrogate HG2 8JR
Required for September 1986, a well qualified teacher of CHEMISTRY, Scale 1, to teach 'O' Chemistry to 16+ and General Science level, as well as General Science to years 1 and 2, and Physics to year 3.
Apply by letter to the Headmaster at the school giving full curriculum vitae and the names and addresses of two referees. (17584) 134822

NORTHUMBERLAND
CRAMLINGTON COUNTY HIGH
Highburn, Cramlington NE23 6BN
BIOLOGY TEACHER (Scale 1) Required from September 1986, to teach all age and ability ranges.
Removal expenses and lodging allowance may be payable and For application forms and further details, send a foolscap sae to the above address to which forms should be returned within 14 days. (98950) 134822

SECONDARY SCIENCE
continued

OLDHAM
METROPOLITAN BOROUGH
HATHERSHAW SCHOOL
Bellfield Avenue, Oldham OL8 3EW
PHYSICS TEACHER - Scale 1
Required from September, 1986 to teach throughout the age and ability range. The successful candidate would be expected to teach some Lower School General Science.
Please apply by letter to the Head at the school, including full C.V. and names and addresses of 2 referees no later than 21st March, 1986.
An Equal Opportunity Employer. (16594) 134822

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Oxford Road, Thame OX9 2AQ
(11 - 19 mixed comprehensive; 1,850 in three federal schools; 300 in Sixth Form)
Required from September 1986, for one year only due to secondment a Temporary well qualified person to teach Science throughout the school and CHEMISTRY to 'A' level. Scale 1/2.
Apply by letter to the Principal including curriculum vitae, names and addresses of two referees, S.A.E. for further details, S.A.E. for result if required. (16788) 134822

SANDWELL
METROPOLITAN BOROUGH COUNCIL
MANOR HIGH SCHOOL
(11 - 18 Comprehensive)
Required for Summer Term, 1986.
BIOLOGY - Scale 1. Temporary during maternity leave with some sixth form work. Part time considered.
Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher, Friar Park Road, Wednesbury, West Midlands.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (17308) 134822

SANDWELL
METROPOLITAN BOROUGH COUNCIL
GEORGE SALTER HIGH SCHOOL
(11 - 16 Comprehensive)
Required for Summer Term 1986 MICRO-ELECTRONICS AND PHYSICS - Scale 1/2. Scale 2 for suitably qualified candidate to teach to 'O' level and 16+ level in both subjects.
Application by letter stating full curriculum vitae and the names and addresses of two referees should be forwarded to the Head Teacher, Claypit Lane, West Bromwich, West Midlands.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (17301) 134822

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, Birmingham B39 0QB
Tel: 021-770 6811
TEACHER OF PHYSICS AND GENERAL SCIENCE Scale 1
Required for September 1986 in this 11 - 16 all-ability School, for one year, initially. The successful candidate will join a large well-equipped and supportive department.
Application form and further details available from the Headteacher at the school (s.a.e. please).
(17254) 134822

SUFFOLK
COUNTY COUNCIL
NEWMARKET UPPER SCHOOL
Exning Road, Newmarket
(mixed comprehensive 13 - 18; 875 on roll)
Required for September, 1986, teacher of CHEMISTRY (Scale 1) to contribute to the teaching of the subject at all levels. Chemistry is part of Suffolk Science which is the new three year modular course leading to a double certificate GCSE. Much of its assessment is criterion referenced and the post provides an opportunity for the successful candidate to gain valuable experience in the latest development in science teaching.
For application forms and further details phone Newmarket (0638) 664412.
(17806) 134822

SURREY
EDUCATION COMMITTE
TRINITY C OF E SCHOOL
More Lane, Esher, Surrey
Mixed Comp. 12 - 16 with 600 on roll
Scale 1 temporary teacher of SCIENCE required for the Summer Term 1986, to teach mainly Biology with some General Science.
Further details and application forms from the Headteacher, Tel: Esher 68068. (17329) 134822

V.S.O.
Please see display advertisement under 'overseas appointments'. (17601) 134822

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Malvern, Worcestershire WR14 3BA
Independent Boarding School for 520 girls with 160 in the Sixth Form
PHYSICS GRADUATE
Required in September 1986 to teach Physics throughout the school and physical science to years 1, 2 and 3. There is a large Science Department with well equipped laboratories and technical assistance. Burnham Scale. Non resident. Applications with the names and addresses of two referees to the Headmistress. (17906) 134822

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Malvern, Worcestershire WR4 3BA
Independent Boarding School for 520 girls with 160 in the Sixth Form
CHEMISTRY graduate required for September 1986 to teach Chemistry throughout the school and physics to Ordinary level.
There is a large Science Department with well equipped laboratories and technical assistance. Burnham Scale. Non resident.
Applications with the names and address of two referees to the Headmistress. (17904) 134822

Speech and Drama

Heads of Department

SUFFOLK
COUNTY COUNCIL
NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9PZ
11 - 16 mixed comprehensive roll 925
Required September 1986 an enthusiastic and energetic teacher as HEAD OF DRAMA Scale 2. Drama is a core subject throughout years 1 - 3 and forms part of the Expressive Arts course in years 4 - 5.
Application forms and further details obtainable from the Head at the school, s.a.e. please. (17809) 135218

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

COUNTY UNATTACHED STAFF
Required September, 1986.
Experienced teachers required to join a team filling long term vacancies. Scale 2, 3 or 4 awarded according to experience. Travel expenses payable.
Applications welcome from all subject areas particularly Primary Head/Deputy, Sciences, Languages, C.D.T.
Relocation allowances payable in appropriate cases.
Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD.
Closing date: 28th March, 1986.
(16780)
ESSEX County Council

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5EH
(mixed comprehensive - approximately 1440 on roll)
Required from April 1986, a teacher of Drama and Art to teach up to 4th form level. Scale 1.
This is a one term temporary appointment only until a full-time appointment can be made.
This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12 - 16 and has purpose-built sixth form accommodation for up to 4th form level. Scale 1.
This is a one term temporary appointment only until a full-time appointment can be made.
This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12 - 16 and has purpose-built sixth form accommodation for up to 240 pupils. It has strong form teacher support to its pupils and developing community involvement.
Apply by letter to the Headteacher, A.K. Harrison B.A., giving full curriculum vitae and the names and addresses of two referees as soon as possible. (17380) 135222

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area
ST. IVO SCHOOL
St. Ives, Huntingdon, Cambs.
1660 Mixed 11 - 18 Comprehensive
Required for September a TEACHER of DRAMA and ENGLISH, Scale 1. The post would suit a new entrant. Drama is examination subject and 'A' level Theatre Studies is under active consideration.
Application forms and further details from the Headmaster (SAE please). (17520) 135222

Technology

Scale 2 Posts and above

RICHMOND
LONDON BOROUGH OF RICHMOND
(An Equal Opportunities Employer)
RICHMOND UPON THAMES COLLEGE (TERTIARY)
Lecturer II, to teach 'A' Level in Technology.
For details refer to 6th FORM/TERTIARY section. (16839) 135520

Other than by Subject Classification

Heads of Department

DEVON
Please see displayed advertisement on Page 43. (17268) 135618

WEST GLAMORGAN
Please see displayed advertisement on Page 47. (17273) 135618

Scale 2 Posts and above

HERTFORDSHIRE
EAST HERTS SECONDARY UNIT
Queen Eleanor Site, Cameron Drive, Waltham Cross
Teacher in charge: Mr D.A. Hanlon
Required from early May, Teacher of special needs/general subjects (Scale 1 with possibility of Scale 2s), to cover maternity leave. Experience with difficult adolescents desirable.
Apply directly to teacher in charge giving full curriculum vitae and names and addresses of 2 referees. (17569) 135620

Scale 1 Posts

BERKSHIRE
RANELAGH SCHOOL
Ranelagh Drive, Bracknell, Berks.
NOR: 744
Required for April for one term only:
1. Part time teacher (0.6) of French (Scale 1) to 'O' and CSE levels.
2. Part time teacher (0.4) of Music (Scale 1) Junior class teacher. Further details and application forms available from the Headmaster.
Tel: Bracknell 421233.
Closing date: 24th March. (SAE).
An Equal Opportunity Employer. (17736) 135622

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
SUPPLY TEACHERS
For further information see Display Advertisement on Primary pages. (17479) 135622

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Oportunity Employer
EDUCATION DEPARTMENT
EXPERIENCED SUPPLY TEACHER (Scale 1)
Required as soon as possible at St. Joseph's R.C. High School, Sandgate Road, Whitefield, Manchester M25 5WG for Art to cover the maternity leave of the present postholder.
The successful applicant will be required to teach Art throughout the school including two examination groups currently following C.S.E. syllabus in Art and Design.
Roman Catholic preferred but not essential.
Applications by letter including full curriculum vitae together with the names and addresses of two referees to the Head Teacher at the School as soon as possible.
(16753) 135622

CARPENTERS & DOCKLAND CENTRE - Appointment of Youth and Community Worker. See Youth and Community Section. (12071) 135622

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWTOWN HIGH SCHOOL
Newtown, Powys SY16 1JE
11 - 18 Mixed Comprehensive School, Pupils 1150
(Tel: 0686 26304)
Required for September, 1986, an Assistant Teacher of Welsh and English. Scale 1. (Ref: 88).
Further information and application forms are available from the Headteacher at the school, to be returned by Wednesday 19th March, 1986. (16543) 135622

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFYLLIN HIGH SCHOOL
(Tel: Llanfyllin 391)
Required for September, 1986 a qualified teacher of French/English Scale 1. (Ref: 92).
Application forms and further particulars (s.a.e.) available from the Headteacher to be returned by 21st March, 1986.
(16544) 135622

Gateshead Metropolitan Borough Council
Education Department
ASSISTANT TEACHERS (SECONDARY) Scale 1
Applications are invited from suitably qualified people for a number of teaching posts in various secondary schools in this Authority for the following subject areas:
- Mathematics
- Physics
- Computer Education
- Modern Languages
- CDT (Design and Technology/Technology)

Application forms and further details are available from the Director of Education, Education Office, Prince Consort Road South, Gateshead, Tyne and Wear, NE8 4LP. Completed forms should be returned by no later than 21 March, 1986.
We are an equal opportunities employer and welcome applications from candidates of any age, disability, marital status, race or sex.
(04002)

LIVERPOOL
ARCHBISHOP BECK R.C. HIGH SCHOOL
Evered Avenue, Liverpool L9 2AG
An expanding 7 F.E. 11 - 18 years - mixed comprehensive For September, 1986 - Scale 1:
1. CHEMISTRY.
2. MUSIC.
3. MATHEMATICS.
4. ART/PRINTING TEXTILES.
5. GEOGRAPHY - HISTORY.

Further details from Headteacher (051-525 1308). (16576) 135622

Sixth Form and Tertiary Colleges

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
LUTON SIXTH FORM COLLEGE
Bradgers Hill Road, Luton, Beds.
Tel: 412005
Required for September 1986, a Head of a large progressive Mathematics Department, Scale 4.
Application forms and further particulars obtainable from and returnable to the Head at the School, s.a.e. please. (17544) 140018

BEDFORDSHIRE
SOUTHERN AREA
LUTON SIXTH FORM COLLEGE
Bradgers Hill Road, Luton, Beds.
Tel: 412005
Required for September 1986, a Head of a progressive Technical Studies Department, Scale 4.
Application forms and further particulars obtainable from and returnable to the Head at the school, s.a.e. please. (17545) 140018

HAMPSHIRE
HILL COLLEGE
Hill Lane, Southampton SO9 2QU
(16 - 19 Open Access NOR C.500)
Required September - Head of Art and Design - Scale 4. An experienced and well qualified teacher to lead a strong and lively department in modern buildings.
S.A.E. to Principal for full details.
Closing date for completed application forms - 21st March. (17295) 140018

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
SHREWSBURY SIXTH FORM COLLEGE
Priory Road, Shrewsbury SY1 1RX
Required for September 1986, experienced and well qualified HEAD OF RELIGIOUS EDUCATION (Scale 3) to teach to 'A' and 'O' level.
Further details available from Principal (SAE) to whom letters of application should be returned as soon as possible. (17409) 140018

WEST GLAMORGAN
Please see display advertisement on Page 47.
(17272) 140018

WIGAN
METROPOLITAN BOROUGH COUNCIL
WIGAN COLLEGE OF TECHNOLOGY
Required for 1st September, 1986: HEAD OF DEPARTMENT (iv) HUMANITIES.
For further details see under Colleges of Further Education. (17443) 140018

Scale 2 Posts and above

DORSET
WEYMOUTH COLLEGE
Please see main advertisement under Colleges of F.E.
(13908) 140020

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from out-side the County.
COMPREHENSIVE SCHOOL
LISKEARD SCHOOL
Luxstowe, Liskeard. Cornwall PL14 3EA. Group 11.
No. On Roll 1200, Sixth Form Of 102.
MATHEMATICS: SCALE 1
Enthusiastic scale 1 Mathematics teacher required from September 1986, to join successful and progressive department in this rural, split-site comprehensive school. Ability to teach across the whole 11 – 16 age and ability range and desire to play a part in the further development of several new courses (including CPVE and City and Guild's 365) are important. 'A' level work in pure maths, mechanics or statistics is available.
Please apply by letter, including curriculum vitae and names and addresses of two referees to the Headteacher.
PRIMARY SCHOOL
BISHOP CORNISH C.E. V.A. JUNIOR & INFANT SCHOOL
Lynher Drive, Saltash. Cornwall PL12 4PA. Group 4.
SCALE 1
Experienced Junior teacher required from September 1986. Please state other interests. Applicants must be committed Christians. This is a re-advertisement. Previous applicants will be re-considered without further application.
Application forms available from the District Clerk, District Education Office, Graylands, Dean Street, Liskeard on receipt of SAE.
Closing date 17th March, 1986. (04318)
CORNWALL

HAMPSHIRE
Queen Mary's College
Cliddesden Road, Basingstoke RG21 3HF
Group XIV
1100 mixed
Required September 1986 in this comprehensive sixth form college:
HEAD OF BUSINESS STUDIES
(SCALE 3)
The Department offers a range of examination courses (including Cambridge Board A level Business Studies, London Board O level Commerce and O level Accounts), and makes a contribution to the College's Main Studies programme of non-examination work. Candidates should have a proven interest in curriculum development. All members of staff are appointed as Personal Tutors as well as subject teachers.
S.A.E. for details to The Principal.
(04378)

SIXTH FORM & TERTIARY
continued

HAMPSHIRE
BARTON PEVERIL COLLEGE
Cedar Road, Eastleigh
OPEN ACCESS SIXTH FORM COLLEGE
SCALE 2 ECONOMICS AND BUSINESS STUDIES TO A LEVEL
Letter of application with full Curriculum Vitae and addresses of two educational referees and SAE to Principal. (17293) 140020

SOMERSET
COUNTY COUNCIL
BRIDGWATER COLLEGE
Bridgwater, Somerset
For September 1986.
LECTURER GRADE II IN GENERAL EDUCATION.
(Please see under tertiary education for further details). (17523) 140020

STAFFORDSHIRE
CITY OF STOKE-ON-TRENT SIXTH FORM COLLEGE
COMPUTER STUDIES, Scale 3
Please see under SECONDARY SECTION - Computer Studies (Scale 2 & above). (17271) 140020

Scale 1 Posts

GLOUCESTERSHIRE
ROYAL FOREST OF DEAN COLLEGE
Lecturer Grade I required in computing and business studies also in secretarial studies. See Advertisement under Colleges of Further Education. (17436) 140022

HAMPSHIRE
FARNBOROUGH SIXTH FORM COLLEGE
Prospect Avenue, Farnborough, Hampshire GU14 8JX
Comprehensive Mixed 16 - 19. N.O.R. 1000
Required for September 1986. Scale 1 post. Economics Teacher to GCE 'A' Level. Interest in BTEC and CPVE essential.
Applications from PGCE candidates welcomed.
Closing date 21st March 1986.
Letter of application nominating two referees to the Principal. (16931) 140022

HAMPSHIRE
BARTON PEVERIL COLLEGE
Cedar Road, Eastleigh
Open Access Sixth Form College
Physics to A level Required a.s.a.p. a full or part time teacher to cover maternity leave.
Letter of application with C.V. names and addresses of two educational referees and s.a.e. to the Principal. (17294) 140022

SURREY
EDUCATION COMMITTEE
WOKING COLLEGE
Rydens Way, Old Woking, Surrey GU22 9DL
(No. on Roll 690)
Required for April or September 1986. Full-time Scale 1 teacher of Business Studies to teach to O and A levels. Ability to teach Economics or Sociology additionally an advantage but not essential.
Full details available from the Principal, Miss J. Ferguson. Tel: Woking 61036. Closing date 21st March 1986. (17332) 140022

V.S.O.
Please see display advertisement under 'overseas appointments'. (17798) 140022

WEST SUSSEX
HAYWARDS HEATH SIXTH FORM COLLEGE
Harlands Road, Haywards Heath, West Sussex RH16 1LY
NOR 860
Required for September 1986. A suitably qualified graduate to teach Business Studies to 'O' and 'A' levels. Applicants must be able to teach one or more of the following subjects: 'O' Economics, 'O' Principles of Accounts and 'O' Commerce. Scale 1.
Forms and details from College Secretary. S.A.E. please. (17298) 140022

WIGAN
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
LEIGH COLLEGE
(Tertiary College)
Lecturer Grade I in Hairdressing & Beauty.
For further details see under Colleges of Further Education. (17446) 140022

SCHOOL PRINCIPAL
WOODLANDS SCHOOL

Required for this residential special school (List G) in South West Scotland. A degree with P.G.C.E. essential. A Dip.Spec.Ed., or equivalent qualification, plus post-graduate M.Ed. in special educational needs, an advantage. Relevant experience in a promoted position most important.

Woodlands school is an established independent educational resource which provides for the special needs of 54, emotionally disturbed pupils aged nine to seventeen. The Principal is responsible to the Directors, and is required to co-ordinate the educational and residential components of staff management and support, educational and treatment strategies, liaison with parents and L.A. referring and support services, and for the overall administration of the school. Staffing includes a senior management team of seven promoted staff and a full complement of 28 professional staff.

The post is non-resident with remuneration according to S.T.S.M. plus 10% (until settlement). In addition the Head Teacher's special schools, and maladjusted allowances are payable, with continuous superannuation contributions. The school operates a 36 week curriculum year, with sixteen weeks holiday per annum. Applications with C.V. and three referees to: The Directors, Woodlands School, Corsbie Road, Newton Stewart, Wigtownshire, DG8 6JB. Phone: 0671-2480. (04390)

Special Education

Headships

DEVON
DIRECTOR
KILWORTHY COMMUNITY
Tavistock
A well established therapeutic community, designated by D.E.S. as a special school providing specialist care for emotionally, socially and educationally disturbed adolescents from a range of local authorities.
Applicants should possess appropriate qualifications and/or have experience of working with adolescents.
This is a demanding post requiring commitment and enthusiasm.
Current salary £8,400 plus accommodation and living expenses.
For further details please write to the Secretary, Kilworthy House, Tavistock, Devon. Tel: (0822) 2610. (16280) 160010

DEVON
ST. PAUL'S COLLEGE
Torrington
Headmaster required as soon as possible at this senior residential school for boys with emotional and behavioural problems. The successful applicant will have both experience and a qualification in this specialised field. Scale 3S plus allowances, accommodation available.
Letter of application with two professional referees to Principal. (17733) 160010

HERTFORDSHIRE
ST. LUKES E.S.N. (M) SCHOOL GROUP
Crouch Hall Lane, Redbourn, Nr. St. Albans AL3 7ET
HEADTEACHER (Group 7) (S)
Required in September for this special school for day pupils 3 - 16 with learning difficulties. Modern recently adapted premises.
Further particulars and application form from the Divisional Education Officer, County Council Offices, Civic Centre, St. Albans AL1 3JZ. Please enclose s.a.e.
Closing date March 21st 1986. (12052) 160010

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
RONALD HOUSE SPECIAL SCHOOL
De Villiers Avenue, Liverpool L23 2TH
(for children with moderate learning difficulties)
HEADTEACHER required in September 1986 for this GROUP 6(S) school (estimated roll 80 - 85).
Application forms and further details, on receipt of s.a.e., from the Chief Education Officer, Town Hall, Oriel Road, Bootle L20 7AE.
CLOSING DATE - 31st March 1986. (17795) 160010

Deputy Headships
Second Masters/Mistresses

HERTFORDSHIRE
ST. LUKES E.S.N. (M) SCHOOL
Crouch Hall Lane, Redbourne, St. Albans AL3 7ET
Required September Deputy Head (Group 7 (s) for this special school for day pupils 3 - 15 with learning difficulties. Modern, recently adapted premises.
Further details and application form available from the Head of the School. (17568) 160012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
GREYSTONES SPECIAL SCHOOL
Hythe Road, Ashford, Kent
SECOND MASTER/MISTRESS (Deputy Head Scale Group 7 (S))
Required for September 1986. Special School experience and further advanced qualification desirable. Area of special responsibility to be Curriculum Development throughout the school.
For the right person this is an exciting, innovative post in an on going setting.
Application forms and further details available from the Head Teacher. Tel: Ashford 21302. (S.A.E. please). Closing date: 26th March, 1986. (13098) 160012

LONDON SW7
FAIRLY HOUSE
DEPUTY HEAD
See Display Advertisement under Preparatory Schools: Headships. (16847) 160012

OLDHAM
METROPOLITAN BOROUGH
PARK DEAN SCHOOL
St. Martin's Road, Fitton Hill, Oldham
HEAD OF SERVICE FOR THE VISUALLY IMPAIRED - DEPUTY HEAD 6(s)
A qualified and experienced teacher is required for September 1986 to fulfil the requirements of this interesting and challenging post.
The successful candidate will be responsible for all aspects of sighted and non-sighted methods of teaching the visually impaired.
The Service is responsible for pupils ranging from pre-school age, students in Extended Education, who are placed in special and mainstream extablishments.
Relevant experience, qualifications and proven organisational skills are pre-requisites for this post.
Application forms (sae) from the head at the school returnable to him by 21st March 1986.
An Equal Opportunity Employer. (17504) 160012

Scale 2 Posts and above

AVON COUNTY
Service for Special Educational Needs, Education for the Hearing Impaired
ELMFIELD HOUSE
Greystoke Avenue, Westbury-on-Trym, Bristol, BS10 6AY
Required from 1st September, 1986, qualifed and experienced teacher of the deaf to be responsible for the partially hearing unit attached to Ashton Vale Infant School, Bristol. Scale 3.
Letters of application givig full C.V. and names of two referees to the Advisory Teacher for Special Educational Needs, from whom further particulars are available at the above address.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (17778) 160020

DEVON
ST. PAUL'S COLLEGE
Torrington, Devon
Scale 2S teacher required for April, or earlier, to join a committed professional team at this residential special school for senior boys with emotional and behavioural problems. Experience and a qualification in this special field an asset, but not essential. The successful candidate will be expected to work an average of 15 hours extra per week. Single or married accommodation available.
Letters of application to the Headmaster, with two referees. (17389) 160020

AVON COUNTY
Service for Special Educational Needs, Education for the Hearing Impaired
ELMFIELD HOUSE
Greystoke Avenue, Westbury-on-Trym, Bristol BS10 6AY
Required from 1st September, 1986 qualified and experienced teacher of the deaf to be responsible for the partially hearing unit attached to King Edmunds Secondary School, Yate.
Scale 3.
Letters of application giving full C.V. and names of two referees to the Advisory Teacher for Special Educational Needs, from whom further particulars are available at the above address.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (17777) 160020

BRENT
LONDON BOROUGH OF BRENT
EDUCATION DEPARTMENT
GENERAL SUBJECT TEACHER (Scale 2)
FORBES HOUSE RESOURCE CENTRE
Comber Close, Dollis Hill NW2
(Tel: 01-450 9181, Ext. 203)
The post of Teacher has become vacant in the Teenage Resource Team, based at Forbes House Resource Centre.
The team comprises of one Senior Social Worker, 5 Social Workers, on Teacher, with access to an Educational Psychologist. The main function of the team is in Resource Finding for Teenagers, specifically Family finding.
The teacher is expected to work in a preventative/rehabilitative way with young people who are experiencing education difficulties. Emphasis is on either maintaining or returning young people to mainstream education, and although there is some direct teaching much of the time is spent liaising with schools, social workers and parents, both natural and foster.
Applications are welcomed from ethnic minority groups with knowledge, experience and understanding of the needs of children from Afro-Caribbean and Asian Communities. Evidence of commitment to developing an anti-racist and anti-sexist curriculum is essential.
London Allowance of £1,038 per annum is payable. Brent is an equal opportunites employer. Brent is fundamentally committed to Multi-cultural Education.
For informal enquiries telephone Elaine Price (Senior Social Worker) on the above number. Application forms (s.a.e.) obtainable from the Resource Centre, returnable within 14 days. (17478) 160020

DORSET
Trainee Educational Psychologist required.
See under Educational Pschologists column. (12006) 160020

EALING
LONDON BOROUGH EDUCATION SERVICE
FULL TIME DAY SPECIAL SCHOOL TEACHER
Required for April 1986 if possible a Teacher for day special schools. The teacher appointed will be deployed as necessary on a short term basis within a group of schools mainly to cover absences including those arising in connection with inset or vacancies. Daily deployment will be pre-planned when possible. Conditions of employment and arrangement for payment of salary are as for other established teaching posts in the authorative service.
The post offers a challenging and valuable variety of experience in special education with an advantage of guaranteed full-time employment.
Scale 2(S) + £1,038 London Weighting. Assistance with relocation may be payable in appropriate cases.
Application forms obtainable from the Chief Education Officer, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 21st March 1986. (17633) 160020

HERTFORDSHIRE
TEACHER SCALE 3
REQUIRED SEPTEMBER 1986
AMWELL VIEW SCHOOL
Stanstead Abbotts
An experienced teacher to teach a group of pupils with severe learning difficulties. Expertise and interest in audio/visual aids and micro technology would be an advantage. Advanced Diploma and an ability to sign using Makaton whilst not essential would be highly desirable. A Scale 3 post is available if the applicant is able to fulfil the duties of third in charge.
Application forms and further details available from the Headmistress, ... should be returned ... Applicants wishing to visit school will be welcome and should telephone Ware 870027. (17575) 160020

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
Re-advertisement
HARTSHEAD MOOR SCHOOL
Halifax Road, Cleckheaton, West Yorkshire BD19 6LP
Ref: 1226
Required for September 1986 a suitably experienced teacher - SCALE 2(S). The successful candidate will work in the senior department of the school and assume responsibility for the teaching of mathematics at that level.
Previous applicants will be automatically considered.
Application forms and further particulars (s.a.e. please) from the Director of Educational Services (Ref: PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (17456) 160020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
NETHER HALL (SPECIAL) SCHOOL
Nether Hall Road, Leicester LE5 1DT
ROLL 102
SCALE 2S
Re-advertisement previous applicants need not re-apply
Required September, Home School Liaison Teacher to work in this school for children with severe learning difficulties (5 - 19 years).
Applicants should be proficient in spoken and written Gujarati and/or Punjabi. Special school experience would be an advantage but not essential. (Applicants are advised to visit the school). Scale 2S for suitable applicant.
Further details and application form from the school (S.A.E.). (17772) 160020

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
GLEBE SCHOOL
West Lane, Killingworth, Newcastle upon Tyne NE12 0BH
Required for 1st September, 1986. Scale 2S RECEPTION CLASS TEACHER with Nursery/Infant experience and, if possible, Special School experience.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0HW and should be returned to the Headteacher within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (17442) 160020

SURREY COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £264 p.a. throughout the County.
★ Temporary housing may be available.
★ Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

LIMPSFIELD GRANGE SCHOOL
Bluehouse Lane, Nr Oxted RH8 0RZ Group 3(S)
DEPUTY HEADTEACHER required for September 1986 for this school for up to 46 girls of mainly secondary age, with a wide range of special educational needs, including delicate health, emotional vulnerability, minor physical handicaps and specific learning difficulties.
Applicants should have an enthusiastic and adaptable approach to education and the possession of a qualification in Special Education would be an advantage.
Salary scale — £7,887 - £10,743 p.a. Deputy Headteachers of residential special schools receive a sum in respect of organisational and supervisory duties currently £2634, plus £1275 for residential Deputy Headteachers. Accommodation arrangements will be determined at interview.
Application forms and further details from: County Education Officer (TP/PEB), County Hall, Kingston-upon-Thames KT1 2DJ.
CLOSING DATE 21 March 1986. (04334)

Ealing
London Borough Education Service

St. Ann's School (Group 5(S))
Springfield Road, Hanwell W7 3JP
Required for September 1986

DEPUTY HEAD TEACHER

Applications for the post of Deputy Head Teacher are invited from well qualified and experienced teachers willing to lead a young and enthusiastic team of staff at this special school for 60 young people aged 14-19 years who experience severe learning difficulties.
This is an excellent opportunity for a person with imagination and enthusiasm to assist the Headteacher in developing the curriculum and the organisation of the school. The accommodation provides excellent facilities and further developments are planned for the future.
Candidates who wish to visit the school before making application should telephone the Headteacher Mr John Reynolds on 01-567 6291.
Salary Deputy Head Teacher Group 5(S), plus £1,038 London Allowance.
Assistance with relocation expenses may be payable in appropriate cases.
Application forms and further information available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 21 March 1986.

HAMILTON LODGE SCHOOL FOR DEAF CHILDREN
Walpole Road, Brighton BN2 2ET

Qualified Teacher of the Deaf required for the post of

Non-Resident Deputy Head

for September 1986

Special duties include responsibility for senior boys

GROUP 5(S)

Applications with full c.v. and names of two referees to the Principal by 21st April (19414)

SPECIAL EDUCATION
continued

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
GLEBE SCHOOL
West Lane, Killingworth, Newcastle upon Tyne NE12 0BH
Required for 1st September, 1986. Scale 3S LOWER SCHOOL CO-ORDINATOR for class of 12 eight to ten year olds. The successful candidate should be experienced in Mainstream and Special Schools and also hold an Advanced Diploma in the Education of Children with SEN(M).
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0HW and should be returned to the Headteacher within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitable experienced and qualified applicants regardless of disability, sex, race or marital status. (17443) 160020

OXFORDSHIRE
COUNTY COUNCIL
FRANK WISE SCHOOL
Woodgreen, Broughton Road, Banbury OX16 9QJ
Group: 4 (s). Roll: 42
Special School: S.L.D. Scale 2(s)
Required September 1986, an enthusiastic, caring teacher able to take responsibility for developing micro-technological assisted learning throughout this lively all age special school. A Scale 2(s) post is available. Specialist qualifications and training important. A total commitment to children with severe and multiple learning difficulties essential. Applicants must have skills relevant to a highly structured objectives based curriculum and can identify with the principles of a more integrated approach towards special education. New purpose built school offers excellent facilities and teaching resources.
Full details and application form (s.a.e. please) from the Headteacher. (16792) 160020

SOLIHULL
EDUCATION COMMITTEE
SPECIFIC LEARNING DIFFICULTIES UNIT
LANGLEY PRIMARY SCHOOL
St. Bernard's Road, Olton, Solihull
TEACHER-IN-CHARGE Scale 2 plus SSA
Required as soon as possible, a suitably qualified and experienced teacher to take responsibility for this newly qualified unit catering for children of primary age who specific learning difficulties.
Application form and further details available from the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands. Tel: 021-705 6789, Ext. 316.
Closing date: 21 March 1986. (17253) 160020

SUFFOLK
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich IP1 5JN
11 - 18 mixed comprehensive roll 1550
Required September 1986, SPECIAL NEEDS TEACHER Scale 2 to be responsible for co-ordinating the Mathematics provision within the Special Units and for liaising with the Mathematics Department in the main school.
Application forms and details obtainable from the Head at the school, s.a.e. please. (17608) 160020

SUFFOLK
COUNTY COUNCIL
HEATHSIDE SPECIAL SCHOOL
Heath Road, Ipswich IP4 5SN
Required September 1986 Scale 2 teacher with responsibility for the development of the curriculum in the area of school visits, and to take senior class at this school for children aged 3 - 13 with severe learning difficulties. Candidates must have experience with children with severe learning difficulties and special education training, and be prepared to work with any group throughout the school is required. Previous applicants will be automatically reconsidered.
Application forms and details are obtainable from the Head at the school, s.a.e. please, completed forms should be returned immediately. (17819) 160020

SURREY
EDUCATION COMMITTEE
CLAYBOURNE SCHOOL
Woburn Hill, Addlestone, Weybridge KT15 2QH
(No. on Roll 137)
Required April/September 1986, Scale 2(S) teacher. Ability to co-ordinate out of school activities (Duke of Edinburgh Award) and to develop micro-computing. An interest in Boys' Games and P.E. would be an advantage.
Application forms obtainable from the North West Area Education Office Lismore, 9 Heathside Road, Woking GU22 7EU, on receipt of a stamped addressed envelope. Closing date 21 March 1986. (17333) 160020

Scale 1 Posts

BRISTOL
COLSTON'S PREPARATORY SCHOOL
Stapleton, Bristol
230 boys (50 boarders)
Wanted for September 1986, Dyslexia-trained teacher to run our Dyslexia Unit. Up to 25 boys attend this Unit in small groups.
Help with games useful - willingness to do usual duties a requirement.
Applications with full c.v. and names and addresses of two referees to: The Headmaster, Colston's Preparatory School, Stapleton, Bristol BS16 1BA. (31845) 160022

DEVON
THE WEST OF ENGLAND SCHOOL FOR CHILDREN WITH LITTLE OR NO SIGHT
Countess Wear, Exeter EX2 6HA
Due to the reorganisation of the school to include F.E. facilities and advisory service, the following posts are vacant from September 1986.
SCALE 2s
Suitable qualified and experienced teacher to work with a small group of senior pupils with moderate learning difficulties.
SCALE 1s
Teacher of Girls Physical Education and General Subjects.
SCALE 1s
Teacher of Art, Craft & Pottery to C.S.E. and 'O' level. Ability to offer some basic woodwork an advantage.
SCALE 1s
Teacher of Typewriting to Pitmans and RSA. Knowledge of current office practice including information processing essential.
Successful applicants for the above posts not already qualified as teachers of the visually handicapped will be required to obtain a qualification by in-service training within three years of appointment.
Letters of application with curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster by Friday 4th April. (98241) 160022

V.S.O.
Please see display advertisement under 'overseas appointments'. (17799) 160022

GLOUCESTERSHIRE
NEW BARNS THERAPEUTIC COMMUNITY
Homera Lane Trust, New Barns School, Church Lane, Toddington, Cheltenham, Glos. GL54 5DH
New Barns, a THERAPEUTIC COMMUNITY for 32 emotionally disturbed boys and girls from 7 to 14, where the adults live with the children in a very real sense, is looking for one or two suitably experienced additional RESIDENTIAL MEMBERS of the TEAM, willing and able to share very fully in the whole life and work of the community. Appropriate salary scales.

HAMPSHIRE
ST. FRANCIS SPECIAL SCHOOL
Patchway Drive, Oldbury Way, Fareham, Hants. PO14 3BN
Required September - Teacher Scale 1(s). Age range 5 to 16, enthusiastic class based teacher who is interested in boys games and prepared to be responsible for the welfare of senior boys. Knowledge of computers an advantage. Applications welcome from those seeking a first appointment.
Details and application forms from the Headteacher, with stamped addressed envelope, please. Those interested are most welcome to visit the school by appointment with the Head. (17291) 160022

KENT
THE SPASTICS SOCIETY
THOMAS DELARUE SCHOOL
P E TEACHER (Scale 1 + SSA)
£5,442 - £8,556 + £747 per annum
For April 1986 at this residential secondary school for physically handicapped young people.
Applicants should be qualified teachers and must be able to offer a wide range of sporting, recreational and leisure activities.
Further particulars and application form available from the Head Teacher, Thomas Delarue School, Tonbridge, Kent TN11 9NP. Tel: (0732) 354584.
An equal opportunity employer. (41876) 160022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
SWINFORD MANOR RESIDENTIAL SPECIAL SCHOOL
Hothfield, Ashford, Kent
SEPTEMBER, 1986 or ASAP
A Scale 1 teacher required to join an established multi-disciplinary Staff Team at this Boarding School for 62 maladjusted Boys aged 11 - 16.
The post is residential and a three bedroomed flat is available at the current monthly charge of £64.
S.S.A.: £747 p.a. and E.D.A.: £3,000 p.a. minimum of 15 hrs. Extraneous Duties.
Please contact the Headmaster by telephone for an application form and further details on Ashford 22958. (12099) 160022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
LONGLEY SCHOOL
Smithy Lane, Huddersfield HD5 8JE
Ref: 1303
Required for the Summer Term only a temporary SCALE 1 (plus Special Schools Allowance) teacher for a class of 12/13 year olds in this school for children with moderate learning difficulties.
Application forms (s.a.e. please) from the Director of Educational Services (Ref: PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned as soon as possible.
An Equal Opportunity Employer. (17455) 160022

LINCOLNSHIRE
ST. BERNARDS SCHOOL
Wood Lane, Louth LN11 8RS
(Group 4 (S) Roll 56
Assistant Teacher required for September 1986 at this school for children with severe learning difficulties.
SAE to Headmaster for application form and further details. Closing date 21st March 1986. (LO451). (17766) 160022

LINCOLNSHIRE
ASSISTANT
ST GEORGE'S SCHOOL
Sleaford
Scale 1 plus Special Schools Allowance - Roll 750
Required from summer term 1986 or as soon as possible thereafter, teacher for the Unit for pupils with moderate learning difficulties at this school. Interest in Home Economics as well as teaching basic subjects an advantage but not essential.
This is a re-issue of a previous advertisement and applicants who have already applied need not submit fresh applications.
Further particulars and forms from the Acting Divisional Education Officer, P O Box 2, Council Offices, Eastgate, Sleaford, Lincs. (s.a.f.s.). Closing date: 21st March 1986 (S382). (17764) 160022

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
GLEBE SCHOOL
West Lane, Killingworth, Newcastle upon Tyne NE12 0BH
Required for 1st September 1986. Scale 1 + S.S.A. CLASS TEACHER for group of 14 ten year olds.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, and should be returned to the Headteacher within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (17441) 160022

NORTH YORKSHIRE
HENSHAW'S SCHOOL FOR THE VISUALLY HANDICAPPED
Required for September 1986
TEACHER OF BASIC SUBJECTS SCALE 1 + S.S.A. TO WORK IN THE DEAF-BLIND UNIT
In the Unit emphasis is placed on training students towards maximum personal independence.
The person appointed will become part of a small team and will be responsible for:
(a) the initial and ongoing assessment of the students' basic educational needs.
(b) the planning of individual learning programmes and student profiles and
(c) the development of classroom based numeracy and literary resources and materials.
Applicants should preferably have had experience of working with children with learning difficulties.
Flexibility, self-reliance and patience are essential qualities for this demanding but rewarding position.
A knowledge of B.S.L. total communication with the deaf, or Makaton, would also be useful but not essential.
Applications by letter to: The Principal, Henshaw's School for the Visually Handicapped, Bogs Lane, Harrogate, North Yorkshire HG1 4ED. (17202) 160022

NORTHAMPTONSHIRE
RAEBURN SCHOOL
Raeburn Road, Northampton NN2 7EU
TEACHER OF PE
(Scale 1 and SSA)
Required Easter 1986 at this day school for secondary aged boys and girls with emotional and behavioural problems.
Further details and application form from the Headmaster (SAE please) who will welcome informal visits or enquiris. (13903) 160022

SURREY
EDUCATION COMMITTEE
CLAYBOURNE SCHOOL
Woburn Hill, Addlestone, Waybridge KT15 2QH
(No. on Roll 137)
Required April/September 1986 Scale 1 teacher with Special Schools Allowance to teach boys' P.E. and Games. An interest in Micro-computing would be an advantage. Please state other interests.
Application forms obtainable from the North West Surrey Area Education Office, 9 Heathside Road, Woking GU22 7EU (on receipt of a stamped addressed envelope). Closing date 21 March 1986. (17334) 160022

SUSSEX
BRIGHTON OVINGDEAN HALL SCHOOL
A weekly boarding school for hearing-impaired pupils (10 - 16+)
A lively and imaginative Art Specialist to develop the subject throughout the School and to prepare pupils for external examinations and to work as part of a team in a recently reorganised Art and Design block.
Classrooms are between 6 - 10 pupils and normal spoken language is used at all times without the addition of any manual communication.
Applications are sought from teachers of the deaf or from teachers without the specialist qualification who are interested in working in this field. It would be necessary for those applicants without the specialist qualification to obtain it by full or part-time study within a 3 year period.
Scale 1 plus Special Schools Allowance/Scale 2 (S) depending on qualifications and experience.
Contact the Headmaster Mr. D.M. Braybrook for further details and application form. Closing date 26th March, 1986. Ovingdean Hall School, Greenways, Brighton BN2 7BJ. Tel: (0273) 31929. (17364) 160022

SUSSEX
OVINGDEAN HALL SCHOOL
Brighton
A weekly boarding school for hearing-impaired pupils (10 - 16+)
An enthusiastic Teacher able to take responsibility for boys P.E. and Games and also to make a contribution to classroom teaching preferably in the areas of Maths or English or Music through other areas of expertise would be considered.
Classrooms are between 6 - 10 pupils and normal spoken language is used at all times without the addition of any manual communicalton.
Applications are sought from teachers of the deaf or from teachers without specialist qualification who are interested in working in this field. It would be necessary for those applicants without the specialist qualification to obtain it by full or part-time study within a 3 year period.
Scale 1 plus Special Schools Allowance/Scale 2 (S) depending on qualifications and experience.
Contact the Headmaster, Mr. D.M. Braybrook for further details and application form. Closing date 26th March, 1986. Ovingdean Hall School, Greenways, Brighton BN2 7BJ. Tel: (0273) 31929. (17365) 160022

Appointments in Scotland

ABERDEEN
ROBERT GORDON'S COLLEGE
Aberdeen
HMC - 850 boys, 11 - 18
TEACHER OF TECHNICAL SUBJECTS
TEACHER OF ECONOMICS + ACCOUNTING OR OTHER ACADEMIC SUBJECT
Applications are invited for the above posts from well-qualified registered teachers or students about to complete training. The posts will be tenable from 18th August, 1986, and will involve work at all stages of the secondary course including SCE presentation.
Salary in accordance with the Scottish teachers' Salaries Memorandum, together with a Gordon's College special allowance.
There are no specially printed forms of application. Letters of application should provide a full curriculum vitae and should include the names of two referees.
Applications should be sent to the Headmaster as soon as possible and not later than Wednesday, 19th March. (17101) 170000

Tayside Regional Council
EDUCATION DEPARTMENT
PRINCIPAL TEACHER OF PUPILS WITH LEARNING DIFFICULTIES
(R.A. £2,952)
MORGAN ACADEMY, DUNDEE
PERIPATETIC TEACHER OF MUSIC
DUNDEE PRIMARY SCHOOLS
Application forms for the above posts may be obtained from the Divisional Education Officer, Floor 6, Nethergate Centre, 35 Yeaman Shore, Dundee DD1 4BL.
FURTHER EDUCATION
LECTURER A IN MANAGEMENT STUDIES
PERTH COLLEGE OF FURTHER EDUCATION
Crieff Road, Perth
Salary Scale – £8,688–£13,716 (Bar £12,777)
Applicants should hold a degree or equivalent professional qualification together with appropriate industrial and teaching experience. An interest in small business enterprise would be an advantage.
The successful candidate would be required to teach management and supervisory studies up to the level of Higher National Diploma.
Application forms and further details may be obtained from the Principal at the above address.
The closing date for receipt of applications for all the above posts is Friday, 21st March 1986. (04343)

THE HESLEY GROUP OF SCHOOLS
WILSIC HALL SCHOOL
Nr. Wadworth
Doncaster, DN11 9AG
Requires for the Autumn Term 1986 or as soon as possible
TWO TEACHERS
The first post is for a
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
to continue the development of the subjects in the school. A Scale 2 (S) post is available.
The second post is for a
TEACHER TO DEVELOP RURAL SCIENCE
throughout the School. A Scale 2 (S) post is available for a suitably experienced and qualified teacher.
Both posts carry an extraneous duty requirement of not more than 15 hours per week for which remuneration is paid to national scales (currently £2577 per annum).
Wilsic Hall is a DES listed residential special school for 66 boys who have emotional, social and behavioural difficulties.
Assistance with removal expenses will be available and there is a wide range of housing available within the area.
Applications, with CV, and the names of two referees should be made to The Secretary, Wilsic Hall School at the above address. Informal enquiries or arrangements to visit can be made by telephoning the school on (0302) 856382. (04321)

OVINGDEAN HALL SCHOOL
Greenways, Brighton BN2 7BJ
Tel: (0273) 31929
2 Teachers of the Deaf
REQUIRED FOR SEPTEMBER 1986
(A) A lively and imaginative Art specialist to develop the subject throughout the School and to prepare pupils for external examinations and to work as part of a team in a recenty reorganised Art and Design block.
(B) An enthusiastic Teacher able to take responsibility for boys P.E. and Games and also to make a contribution to classroom teaching preferably in the areas of Maths or English or Music though other areas of expertise would be considered.
The School is a weekly boarding school for pupils between 10-16 + with varying degrees of hearing loss who are educated using a natural oral/aural approach. Teachers interested in applying would need to have a commitment to this philosophy. Applications from Teachers without specialist qualification would be considered but it would be necessary for them to obtain the additional qualification by full or part-time study within a 3 year period.
Scale 1 plus Special Schools Allowance/2 (S) depending on qualifications and experience.
Contact the Headmaster Mr. D.M. Braybrook for further details and application form. Closing date: 26th March 1986. (04351)

COMHAIRLE NAN EILEAN
Western Isles Islands Council
Lecturer B – Business Studies
Lews Castle College
£9,111 – £12,213
The Business Studies Department at Lews Castle College, Stornoway offers a wide range of National Certificate modules as well as the Higher National Diploma in Business Studies. The successful candidate will have the opportunity to teach at all levels and candidates should possess a degree, or equivalent, in Business Studies or Accounting. Commercial/Local Government experience in the application of computers in the accounting and book-keeping field is preferred.
Information from Malcolm MacKay, Principal. Tel: (0851) 3311.
Salary quoted includes Islands Allowance £537. Full removal expenses and assistance with housing where possible.
Application forms and job description from the Department of Administration (Personnel), Council Offices, Sandwick Road, Stornoway, Isle of Lewis. Tel: (0851) 3773 Ext. 213.
Closing date 24 March 1986. (04311)

Independent Schools

Headships

OXFORDSHIRE
BEECHLAWN TUTORIAL COLLEGE LTD.
1 Park Town, Oxford OX2 6SN
New PRINCIPAL required for September 1986 for this well-known College, which caters for about 60 girls working for A-levels and University Entrance. An Oxford University graduate preferred. Must be really concerned for girls' welfare and education and take an individual interest in each student.
Application form and further details from the Secretary. (16950) 180010

Deputy Headships Second Masters/ Mistresses

EAST SUSSEX
CONVENT OF OUR LADY
(Canonesses of St. Augustine)
116 Filsham Road, St Leonards-on-Sea, E. Sussex TN38 0PF
Independent Boarding and Day School for Girls - 3 - 18 years
Applications are invited from practising Roman Catholic teachers for the post of DEPUTY HEAD (Burnham Group 3) from 1st September, 1986.
Further details and application forms from the Headmistress.
Closing date 21st March, 1986. (16933) 180012

HEAD OF COURSE See 'English as a Foreign Language'. (98605) 180012

LONDON SW7
FAIRLEY HOUSE DEPUTY HEAD
See Display Advertisement under Preparatory Schools: Headships. (16645) 180012

NORTH YORKSHIRE
CONVENT OF THE ASSUMPTION
Richmond DL10 4EP
G.S.A. R.C. Day and Boarding School (230 girls 8 - 18)
DEPUTY HEAD
Applications are invited from suitably qualified and experienced teachers for appointment to this important post which may be resident or non-resident.
The Governors seek a practising Christian, a person of vision and dynamism who will support and further the Christian tradition of the school and make a significant contribution to its life.
The school is Burnham group 6.
Further details from the Headmistress. (98939) 180012

HUTCHESONS' EDUCATIONAL TRUST

RECTOR
of HUTCHESONS' GRAMMAR SCHOOL

The Governors invite applications for this post from suitably qualified teachers with experience of school administration at a senior level, either in Scotland or elsewhere in the United Kingdom.
Hutchesons' Grammar School founded in 1641 is an independent co-educational school with a roll of around 1,600 pupils (Primary and Secondary). The previous Rector was a member of the Headmasters' Conference. The Rector should possess imagination and the leadership skills required to build upon well-laid educational foundations. The Governors have committed themselves to the provision of the resources required for the development of the school.
It is hoped that the successful applicant will be able to take up the post at the beginning of the 1986-87 session.
The salary will be negotiable and will not be less than £25,000 p.a.

Details of the post and method of application may be obtained from
Mr Robertson Lorimer, Secretary,
Hutchesons' Educational Trust,
44 Kingarth Street,
Glasgow G42 7RN.
Tel: 041-423 7485

Closing date for applications: 4th April 1986.

By Subject Classification

Art and Design

Heads of Department

BERKSHIRE
LEIGHTON PARK SCHOOL
(Quaker, HMC, boarding, boys & Sixth form girls)
HEAD OF ART
Required for September. Details from the Headmaster, Leighton Park School, Shinfield Road, Reading RG2 7DH (Tel: Reading 872065). (17651) 181218

HAMPSHIRE
LORD WANDSWORTH COLLEGE
Long Sutton, Nr. Basingstoke
Tel: 0256 862482
H.M.C. 400 Boys 11 - 18
ART
A Head of Department is required for September, 1986. There is a new art studio in the final stages of construction at the moment; the subject is taught to O and A Level.
This post requires a lively and energetic approach. The ability to enthuse pupils is as important as any other qualification.
The school is attractively situated in rural Hampshire an hour by train from Waterloo. There is a strong sense of community and the Lord Wandsworth Trust supports some 100 Foundationers at the school.
Single, and possibly married, accommodation available. Salary according to age and experience.
Applications, including the names and addresses of two referees, should be sent to the Headmaster, from whom further information may be obtained. (16846) 181218

LEICESTERSHIRE

LOUGHBOROUGH HIGH SCHOOL
(Independent School participating in the Assisted Places Scheme, 530 girls, 150 in the VIth form)

REQUIRED for September, 1986 an enthusiastic and committed graduate to join the Art department and to teach throughout the school.

A present Oxford Board examinations are taken at 'O' and 'A' level.

The post would suit particularly well someone qualified to teach Fine Art and the History of Art. Applicants should be prepared to take a lively part in extra curricular activities.

Salary: above Burnham.

Letters of application enclosing curriculum vitae and the names addresses and telephone numbers of two Referees should be sent to the Head Mistress, Loughborough High School, Burton Walks, Loughborough LE11 2DU as soon as possible. (98240) 181224

LONDON W13
NOTTING HILL & EALING HIGH SCHOOL
(G.P.D.S.T.)
A part time member of staff is required for September 1986 to be responsible for 'A' level History of Art (19th and 20th Century Art, Architecture and Design). Additional teaching of general art and craft could be offered to a suitably qualified applicant.
Burnham Scale 1.
Please apply by letter with full c.v. and the names of two referees to: The Headmistress, Notting Hill and Ealing High School, 2 Cleveland Road, Ealing, London W13 8AX. (17373) 181224

Other Assistants

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
(H.M.C. Coeducational 500 pupils 11 - 18)
Required for September 1986. Fine Art Graduate to teach Art in flourishing, well-equipped Art Department. Expertise or interest in Art History and/or Graphics desirable. Kimbolton Salary Scale. Accommodation might be available.
Applications with curriculum vitae and names of two referees to Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambs. PE18 0EA (Tel: Huntingdon (0480) 860505) as soon as possible or by 19th March at the latest. (17510) 181224

HAMPSHIRE
ART
WINCHESTER COLLEGE
A teacher of Ceramics is required for September, 1986. For further particulars please apply to the Headmaster, Winchester College, Winchester, Hampshire SO23 9LX. (16816) 181224

LONDON
PUTNEY HIGH SCHOOL
Required April 1986 FOR SUMMER TERM ONLY. Artis to teach part-* time* .5 with particular talents in Sculpture and Design. Scale 1, Inner London Allowance.
Applications together with curriculum vitae and two referees should be sent to the Headmistress, Putney High School, 35 Putney Hill, London SW15 6BH. (17586) 181224

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
ART TEACHER required for September 1986 to join an integrated Art and Design Department in a purpose-built C.D.T. Centre. Expertise required in all aspects of printmaking and photographic techniques. History of Art to 'A' level.
Apply with full curriculum vitae and names and addresses of three referees to: The Headmaster, Ampleforth College, York YO6 4ER from whom further details may be obtained. (17398) 181224

SUSSEX
LEGAT BALLET SCHOOL
Mark Cross, Crowborough
Tel: Rotherfield 2353
Mixed 11 - 18
Urgently required for April 1986 PART-TIME ART Teacher to teach classes throughout School including 'O' levels; 'A' levels from September, 3/4 days a week.
Accommodation possibly available.
Apply Head of Academic Studies. (17547) 181224

Careers

Other Assistants

SUFFOLK
ST FELIX SCHOOL
Southwold, Suffolk
(Independent School for 370 girls, 11 - 18 100 in Sixth Form)
Required for April or September experienced CAREERS Teacher to take over well established Department. This is a half-time post, but a full-time appointment could be created for a gradute offering a suitable academic subject.
Applications from qualified Careers Officers also welcome.
Burnham Scale 1 or 2, depending on experience and qualifications.
Letters of application with curriculum vitae and names of two referees to the Headmistress. (17411) 181424

Classics

Heads of Department

LONDON
ST. DUNSTAN'S COLLEGE
Catford, London SE6 4TY
Independent HMC Day School for Boys 7 - 19
Required for September 1986 a HEAD of the LATIN Department. To be responsible for the teaching of O and A-level candidates, therefore, excellent qualifications and proven success necessary. Participation in extra-curricular activities will be expected.
Own salary scale, above Inner London Burnham. Some assistance with removal expenses.
Applications to the Headmaster (from whom further particulars may be obtained) with full c.v. naming two academic, or professional referees, by 10th March 1986. (16563) 181618

Other Assistants

BERKSHIRE
ST. MARY'S SCHOOL
Ascot
(Independent R.C. boarding school for 320 girls 10 - 18, 80 in Sixth Form G.S.A. member)
Required. for September, 1986, a graduate to share the teaching of Latin and Greek throughout the school. Ability to undertake careers advice or take responsibility for the school library would be an advantage.
Salary Burnham scale according to qualifications and experience.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmistress, St. Mary's School, Ascot Berks. SL5 9JF from whom further details are available. (16865) 181624

BRISTOL
BRISTOL GRAMMAR SCHOOL
Independent, Ex Direct Grant, Coeducational
958 pupils (11 - 18)
Required in September, 1986 a graduate who is keen to start a Classics teaching career in a strong department, with good numbers taking Latin and Greek to 'O' and 'A' Levels; and able to take sole responsibility for Greek Art and Architecture in 'A' Level Classical Civilisation.
Excellent academic qualifications are required, with an infectious zest for the subject, and a willingness to help with games and out-of-class activities.
Salary Burnham Scale I, adjusted for 1986-87.
Applications together with curriculum vitae and the names of three referees should be sent immediately to:- The Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR. Tel: Bristol (0272) 736006. (17237) 181624

HAMPSHIRE
LORD WANDSWORTH COLLEGE
Long Sutton, Nr. Basingstoke
Tel: 0256 862482
HMC 400 Boys 11 - 18
CLASSICS
A teacher of Classics is required for September 1986, to join a highly successful department which follows the Cambridge Latin Course to O Level and the JACT Course in Classical Studies to A Level. There would also be a small amount of English teaching involved.
Ideally the person appointed will also fill a post of residential responsibility in a cheerful and busy Junior Boarding House.
The school is attractively situated in rural Hampshire an hour by train from Waterloo. There is a strong sense of Community and the Lord Wandsworth Trust supports some 100 Foundationers at the school.
Applications, including the names and addresses of two referees, should be sent to the Headmaster from whom further details may be obtained. (17358) 181624

KENT
URSULINE CONVENT SCHOOL
Westgate-on-Sea, Kent CT8 8LX
(Day & Boarding School - 340 girls aged 11 - 18)
Required for September, 1986, GRADUATE TEACHER OF LATIN & CLASSICAL STUDIES initially to O Level.
Salary Burnham Scale 1 according to age and experience.
Applications in writing to the Headmistress enclosing Curriculum Vitae and the name and address of two referees. (16739) 181624

KINGSTON UPON THAMES
SURBITON HIGH SCHOOL
Surbiton Crescent, Kingston Upon Thames
(The Church Schools Company Ltd)
Required for September 1986 a GRADUATE to teach Latin and Greek throughout the school to Scholarship level.
Apply to Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (17505) 181624

Commercial Subjects

Other Assistants

ITALY
ROME, ITALY
Well qualified Biology Teacher required for September 1986.
See Overseas Appointments for details. (17613) 181824

LONDON
FRENCH INSTITUTE requires part-time typing teacher.
Please send CV immediately to the Secretarial College, 14 Cromwell Place SW7 2JR. Tel: 01-581 2701, Ext. 22. (12074) 181824

Computer Studies

Heads of Department

KENT
WALTHAMSTOW HALL
Sevenoaks, Kent
G.S.A., former Direct Grant grammar, now independent; 400 girls 11 - 18
Teacher of COMPUTER STUDIES required for September 1986 to take charge of computer education in a well-equipped department.
Burnham scale +4% with London Fringe Allowance.
Post could be residential.
Please apply with c.v. and names of two referees to the Headmistress. (17666) 182018

Other Assistants

HAMPSHIRE
ST JOHN'S COLLEGE
Southsea, Hants.
Tel: (0705) 815118
RC Independent School 575 boys 11 - 18
Conducted by the De La Salle Brothers
Required for September 1986 A TEACHER OF COMPUTER SCIENCE.
To teach Ordinary and Advanced level. Scale 3.
The post is Senior Teacher of Computer Science within the Maths/Computer Department.
Ability to assist with Rugby or Cricket an advantage.
Bachelor accommodation available.
Further information and application form from the Headmaster. (16557) 182024

SUSSEX

ROEDEAN SCHOOL
Brighton

Required for September, 1986, a teacher of MATHEMATICS AND COMPUTER STUDIES - INFORMATION TECHNOLOGY, with a timetable split equally between the two departments and the possibility of teaching the subjects at all levels in the School. Applicants should be graduates interested in teaching applications-based computer courses. The ability to teach electronics would be an advantage but is not essential.

Salary Burnham according to qualifications and experience.

Applications with full curriculum vitae together with names and addresses of two academic referees should be sent to the Director of Studies, Roedean School, Brighton BN2 5RQ. (17729) 182024

Craft, Design & Technology

Other Assistants

DORSET
CANFORD SCHOOL
Wimborne BH21 3AD
(HMC-520)
A teacher of DESIGN TECHNOLOGY will be required in September 1986. The person appointed will be expected to teach G.C.S.E. and G.C.E. A Level in Design Technology as well as encouraging the use of the wood and metal workshops amongst pupils who are not preparing for examinations.
Canford has its own salary scale and accommodation may be available.
Applications with curriculum vitae and names of at least two referees should be sent as soon as possible to the Headmaster from whom further details of the school and the post may be obtained. (17414) 182124

GWENT
MONMOUTH SCHOOL
Monmouth, Gwent NP5 3XP
HMC, 530 boys 11 - 18, boarding and day
Required for September 1986 a young, qualified teacher of Craft, Design and Technology to join an expanding department. The successful candidate will assist with teaching CDT to GCSE level and A-level Design and with extra-curricular Technology Club supervision. A willingness to participate in the School's wide range of extra-curricular activities is also expected.
Monmouth School own salary scale (improved Burnham).
For further details write to the Headmaster, to whom all applications, together with full curriculum vitae and the names of two referees should be sent as soon as possible. (17437) 182124

HARROW SCHOOL

In accordance with directions contained in their Statutes the Governors invite applications for the post of

Head
of
The John Lyon School
which becomes vacant in September 1986

Any applicant must be a graduate of a University in the United Kingdom, or produce other evidence of his fitness.

Applications should be addressed to The Bursar of Harrow School, 5 High Street, Harrow on the Hill, Middlesex, HA1 3HP, and received by 31st March, 1986.

(12459)

ROYAL HOSPITAL SCHOOL
IPSWICH SUFFOLK IP9 2RX
SHMIS. 700 BOYS, ALL BOARDING – 11-18

Required for September 1986, teacher of:-

DESIGN AND REALISATION

in Wood, Metal and Plastic, with particular interest in Metal as a major material. The ability to teach Graphic Communication will be necessary.

There will be every opportunity to assist in the development of technology courses to examination level.

Scale 1 or 2 available for suitably qualified candidate, and a substantial Boarding School Allowance and accommodation are available.

Further details of the post and the School, together with application form, may be obtained by writing to, or telephoning, the Headmaster's Secretary (Tel. 0473 328342). Application forms to be returned by March 17th.

The Royal Hospital School is an equal opportunity employer.

INDEPENDENT EDUCATION
continued

TYNE & WEAR
THE KING'S SCHOOL
Tynemouth
(Woodard Day School of 870 Boys and VIth Form Girls)
Applications are invited for a C.D.T. TEACHER, Burnham Scale I, or Scale 2 for an experienced applicant, to join an expanding department and to take charge of a workshop, and also share in the teaching of 'O' and 'A' level Design Technology. The post would suit a new entrant to the profession able to contribute to other aspects of school life.
Further particulars from the Headmaster - please enclose S.A.E. Applications by letter including curriculum vitae and names and addresses of two referees to the Headmaster, The King's School, Tynemouth, North Shields, Tyne and Wear NE30 4RF. (99581) 182124

UNITED ARAB EMIRATES
DUBAI
'See Dubai College - Overseas'. (17668) 182124

YORKSHIRE

QUEEN ELIZABETH GRAMMAR SCHOOL
Wakefield WF1 3QY

(HMC : INDEPENDENT)

(712 BOYS - 180 IN SIXTH FORMS)

CRAFT, DESIGN AND TECHNOLOGY

Required for September, 1986 an enthusiastic Teacher of CDT to join an expanding Department. An interest in Technology would be an advantage. The successful candidate will be expected to take a full part in exta-curricular activities.

Burnham Scale according to age and qualifications.

Please apply with curriculum vitae and the names and addresses of two referees to the Headmaster, from whom further details may be obtained.

Closing Date: 26th March. (98236) 182124

Economics & Business Studies

Heads of Department

CAMBRIDGESHIRE

THE PERSE SCHOOL
Cambridge

(HMC., GBA.,)

A graduate will be required in September 1986 to be The Head of The Economics Department and to take responsibility for General Studies in The Sixth Form. An ability to teach History would be a recommendation.

Applications should be in writing to The Headmaster, The Perse School, Hills Road, Cambridge CB2 2QF giving full particulars of qualifications, experience, subsidiary subjects and referees. Candidates should also give particulars of what contributions they are willing and able to offer to games and out-of-school activities. Perse School Scale. A residential post might be available. (98256) 182218

DEVON
SHEBBEAR COLLEGE
An Independent Boarding and Day school for boys (300 aged 11 - 18) under the Methodist Board of Management
Required for September, 1986, a well-qualified graduate to be responsible for establishing 'A' level ECONOMICS and a Sixth Form Business Studies course. Ability to assist with games and the extra curricular life of the school an advantage. Accommodation available.
Applications should be made in writing to the Headmaster, Shebbear College, Shebbear, Devon EX21 5HJ, enclosing copy of c.v. and the names and addresses of two referees. Further details may be obtained on receipt of a s.a.e. (16853) 182218

Other Assistants

BRECON
CHRIST COLLEGE
Required for September 1986 a Graduate to take responsibility for A-Level ECONOMICS. Ability to teach lower school Geography would be helpful and willingness to play a full part in school activities and games will be a recommendation.
Salary above Burnham. Accommodation available.
Applications with Curriculum Vitae and the names, addresses and telephone numbers of two referees should be sent to the Headmaster, Christ College, Brecon, Powys LD3 8AG. Tel: (0874 3359). (16973) 182224

DORSET
ST. ANTHONY'S-LEWESTON SCHOOL
Sherbourne, Dorset DT9 6EN
Girls, R.C. Independent, Boarding/Day School (GBGSA/GSA)
11 - 18, 405 girls, 90 in the Sixth Form
Required in September, 1986 a GRADUATE TO TEACH BUSINESS STUDIES up to 'A' level. Part-Time or Full-Time post. Could be resident. If full-time please state other teaching subject(s).
Applications with full C.V. giving the names and addresses of three referees to the Headmistress (Mrs. P. Cartwright B.Sc., M.A.). (17662) 182224

EAST SUSSEX
EASTBOURNE COLLEGE
Graduate required for September 1986 to teach ECONOMICS and POLITICAL STUDIES. Games and pastoral involvement an advantage. Accommodation available.
Write, with curriculum vitae and the names of two referees, to the Headmaster, Eastbourne College, Eastbourne, E. Sussex BN21 4JX. (17321) 182224

KENT
DOVER COLLEGE
HMC 380 pupils 13 - 18 coeducational boarding & day
Required in September 1986 graduate to teach A Level ECONOMICS. Ability to help with games, especially hockey, an advantage. Possibility of accommodation. Suit first or second post.
Apply with curriculum vitae and names of two referees to Headmaster, Dover College, Dover, Kent CT17 9RH from whom further particulars are available. (17434) 182224

SURREY

GUILDFORD HIGH SCHOOL
(Church Schools Company Ltd.)

London Road, Guildford, Surrey GU1 1SJ

Required for September, well qualified ECONOMIST to teach to Advanced Level in the Sixth Form of this strongly academic girls' indpendent school. Part-time appointment.

Please apply by letter to the Headmistress, enclosing curriculum vitae and the names, addresses and telephone numbers of two referees. (98201) 182224

SURREY
REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent: 780 boys aged 10 - 18 with 55 girls in the sixth form)
Required for September 1986, honours GRADUATE to share the teaching of ECONOMICS and BUSINESS STUDIES in a strong department offering a range of sixth form courses to G.C.E. Advanced level and beyond. Help with extra-curricular activities C.C.F. or games would be an additional recommendation.
Salary according to qualification and experience, although we should also be pleased to receive applications from newly qualified teachers or those with recent relevant experience in industry.
Further particulars may be obtained from the Headmaster to whom applications should be sent as soon as possible, giving full personal details and the names and addresses of two or three referees. (16934) 182224

UNITED ARAB EMIRATES
DUBAI
'See Dubai College - Overseas'. (17669) 182224

WORCESTERSHIRE
A residential teacher of Economics and Business Studies to 'A' Level required for September, 1986/
Apply with C.V. and the names and addresses of two referees to Headmaster, Abbey International College, Malvern Wells, Worcestershire WR14 4JF. (17118) 182224

English

Heads of Department

DEVON
SHEBBEAR COLLEGE
An Independent Boarding and Day school for boys (300 aged 11 - 18) under the Methodist Board of Management
Required for September 1986, a well-qualified and experienced graduate for the post of HEAD of ENGLISH (Scale 3), responsible for the teaching of English to 'A' level. Ability to assist with games and the extra curricular life of the school an advantage. Accommodation available.
Applications should be made in writing to the Headmaster, Shebbear College, Shebbear, Devon EX21 5HJ, enclosing a copy of c.v. and the names and addresses of two referees. Further details may be obtained on receipt of a s.a.e. (16852) 182418

NORTH YORKSHIRE
CONVENT OF THE ASSUMPTION
Richmond, North Yorkshire
G.S.A. Boarding and Day School (230 girls 8 - 18)
HEAD OF ENGLISH
Gradutate required to take over running of thriving English Department. The post is suitable for a young, enthusiastic teacher ready to organise all aspects of the English curricular and to share in the teaching of the subject at all levels.
Readiness to contribute to extra-curricular activities essential.
Applications, including full curriculum vitae and names and addresses of two referees should be sent to the Headmistress as soon as possible. (13631) 182418

NOTTINGHAMSHIRE
TRENT COLLEGE
Long Eaton, Nottingham
(HMC 585 pupils aged 11 to 18 of whom 320 are boarders. Co-educational Sixth Form of 200)
Required for September 1986 a Head of English to lead a flourishing Department which has achieved excellent examination results in recent years. Willingness to make a significant contribution to extra curricular activities essential. Burnham plus.
Applications with names of two referees to The Headmaster. (12063) 182418

OXFORDSHIRE

RADLEY COLLEGE

Required, in September 1986, an English graduate, with several years teaching experience up to university entrance level, as Head of their ENGLISH DEPARTMENT.

Applications, with c.v., names, addresses and telephone numbers of two referees to The Warden, Radley College, Abingdon, Oxfordshire OX14 2HR, from whom further details may be obtained. (16849) 182418

SUFFOLK
WOODBRIDGE SCHOOL
Suffolk
Independent, H.M.C., Co-educational
Required for September, 1986, Head of English to be responsible for the teaching and organisation of the subject throughout the School. This post will require an enthusiastic graduate, man or woman, willing to take a full part in the life of this day/boarding school of 510 pupils.
Salary, Burnham plus Woodbridge School Allowance.
Application with C.V. and the names, addresses and telephone numbers of two referees to The Headmaster, Woodbridge School, Woodbridge, Suffolk IP12 4JH by 14th March, from whom further details are available. (16869) 182418

Other Assistants

BERKSHIRE
ST. MARY'S SCHOOL
Ascot
(Independent R.C. boarding school for 320 girls 10 - 18, 80 in the Sixth Form G.S.A. Member)
Required for September, 1986, a graduate to share the teaching of English throughout the school to 'O' and 'A' level. Ability to undertake careers advice or take responsibility for the school library would be an advantage.
Salary Burnham scale according to qualifications and experience.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to the Headmistree, St. Mary's School, Ascot, Berks. SL5 9JF, from whom further details are available. (16864) 182424

BERKSHIRE
DOLPHIN SCHOOL
Qualified graduate to teach Geography
See under Preparatory Schools, Geography, other Assistants. (17713) 182424

BERKSHIRE
LEIGHTON PARK SCHOOL
(Quaker, HMC, boarding, boys & Sixth form girls)
Teacher of ENGLISH to university level required for September (re-advertisement).
Apply by writing a letter and giving names and addresses of two referees to the Headmaster, Leighton Park School, Shinfield Road, Reading RG2 7DH. (17650) 182424

BRISTOL

CLIFTON COLLEGE

TEACHER OF ENGLISH

Young English graduate required for September 1986 to teach throughout the school to university entrance standard. A willingness to play a full part in the life of the school outside the classroom is essential, particularly in drama, CCF, social service or games.

Salary: Clifton scale. Accommodation available.

The school will be admitting girl boarders (aged 13 - 18) for the first time in 1987.

Further details of the appointment may be obtained from the Headmaster, Clifton College, Bristol BS8 3JH, to whom applications (enclosing curriculum vitae and the names and addresses of two referees) should be submitted as soon as possible. (17506) 182424

CAMBRIDGESHIRE

WESTWOOD HOUSE SCHOOL
Peterborough PE3 6JF

(Woodard: 330 girls)

Required for September, 1986 English Hons. Graduate to share in the teaching of English throughout the senior school including A-level. An interest in Drama would be an advantage.

Burnham Scale II for experienced candidate but newly qualified teachers will be considered.

Applications with full c.v. and names of two referees to the Headmistress as soon as possible. (17218) 182424

CHESHIRE
NORTH CESTRIAN GRAMMAR SCHOOL
Altrincham, Cheshire
(500 boys aged 11 to 18 including 80 in Sixth Form)
Required for September, graduate to teach English throughout the School at least up to 'O' Level. Willingness to participate in extra-curricular drama and other activities will be an advantage.
Salary above Burnham Scale, also free B.U.P.A. membership. Scale Two post available for experienced teacher, but applications from new entrants will be considered.
Apply in writing to the Headmaster including full curriculum vitae and names and addresses of two referees. (31880) 182424

CORNWALL
TRURO HIGH SCHOOL
Falmouth Road, Truro
Girls' Independent Day and Boarding School 500 girls aged 5 - 18
Required for September 1986 a qualified graduate to teach English and drama part time (approximately four days weekly) to O level in the Senior School. Experience in producing school play particularly welcome.
Application (no forms) including C.V. and names and addresses of two referees to the Headmistress within three weeks. (17710) 182424

DORSET
CANFORD SCHOOL
Wimborne BH21 3AD
(HMC - 520)
A vacancy will exist in September 1986, for a graduate to teach ENGLISH at all levels in the school up to and including Oxbridge entrance. Candidates should be able to teach some History in the Lower School and an ability to teach R.E. would be an added advantage. This position would be suitable either for someone who has had teaching experience of for someone looking for a first teaching post. Ability to help in other areas of school life especially in coaching rugby, hockey and cricket and/or rowing would also be an advantage.
Canford has its own salary scale. Accommodation available.
Applications should be sent to the Headmaster enclosing a comprehensive Curriculum Vitae and the names of two referees as soon as possible. (16665) 182424

ESSEX
ENGLISH
An enthusiastic graduate is required for September 1986 to teach English, together with some History, to 'A' level. This is an additional post in expanding departments. Ability to assist with extra curricular activities an advantage. Felsted salary scale. Accommodation available.
Further details may be obtained from, and applications together with a full curriculum vitae and the names and addresses of two referees, should be sent to, The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (17415) 182424

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
(HMC - Independent - 1300 boys in sixth)
Required for September 1986, a well-qualified graduate to teach ENGLISH throughout the school.
A willingness to help with General Studies, games or extra-curricular activities would be a significant advantage.
Candidates with good teaching experience will be welcome, but the post could be filled by a new entrant to the profession.
Salary generously based on Burnham, with good London allowance. Salary according to qualifications and experience. Government superannuation and free life insurance. Assistance with removal expenses according to scheme.
Apply with full c.v. and names of referees to the Headmaster as soon as possible. (98208) 182424

KENT

COBHAM HALL
Cobham, Kent

(Girls Independent Boarding and Day School - 25 miles central London. 300 pupils aged 11 - 18 years)

Required for Autumn Term 1986 a graduate to teach ENGLISH up to Advanced and Special Paper level. Burnham Scale. Resident or non-resident post.

Please apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, Cobham Hall, Cobham, Kent DA12 3BL. (16549) 182424

KENT
ASFORD SCHOOL
East Hill, Ashford TN24 8PB
GSA Girls Boarding/Day. 550 pupils 11 - 18
Required in April, 1986 a graduate to share in the teaching of ENGLISH to Advanced level. This post, which is, in the first instance, for one term only, might become a permanent position.
Burnham Scale 1/2 according to experience and qualifications.
Applications as soon as possible with name, address and telephone number of two referees to The Headmistress from whom further details may be obtained. (16775) 182424

KENT
THE KING'S SCHOOL
Canterbury
Required in September, 1986 a well-qualified English specialist to teach at all levels in the school in a strongly academic and successful department.
Applications with curriculum vitae and the names of two referees should be sent to The Headmaster, The King's School, Canterbury CT1 2ES. (17110) 182424

KINGSTON UPON THAMES
SURBITON HIGH SCHOOL
(The Church Schools Company Ltd.)
Surbiton Crescent, Kingston Upon Thames
Required for September 1986 a fully qualified graduate to share in the teaching of English throughout the school. Willingness to help with Drama is essential.
Apply to the Headmistees enclosing curriculum vitae and the names and addresses of two referees. (17402) 182424

LONDON EC2
CITY OF LONDON SCHOOL FOR GIRLS
Barbican, London EC2Y 8BB
Required in September 1986: Head of English to teach throughout the school to University entrance and Scholarship standard. Scale IV post.
Applications with full curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible. (17390) 182424

LONDON NW11
MENORAH GRAMMAR SCHOOL
Beverley Gardens, London NW11 9DG
Requires well-qualified graduate to teach English to 'A' and possibly 'S' level. Scale 2/3 plus ILA available for suitably experienced applicant.
Apply in writing to the Director of Education with full C.V. and two refs. (17653) 182424

LONDON SE21
DULWICH COLLEGE
London SE21 7LD
Required from September 1986, a graduate to teach English to all levels in the school, becoming one of a department of 9 specialists. Ability to assist with games or interest in other extra-curricular activities will be an advantage.
Dulwich has its own salary scales which are excess of Burnham, initial placing on which will be according to age and experience. Accommodation may be available if required.
Applications by letter to the Master, as soon as possible, enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees.
Further particulars, obtainable on request, will be sent to all applicants. (17343) 182424

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Wanted for September 1986 a Graduate to teach ENGLISH. Salary Burnham plus London Allowence on scale appropriate to experience. Single accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (17723) 182424

MANCHESTER
WILLIAM HULME'S GRAMMAR SCHOOL
Alexandra Park, Manchester M16 8PR
(HMC/Independent)
Required for September well qualified graduate to teach ENGLISH throughout the School to University entrance level. Scale according to experience and qualifications. Ability to help with out-of-school activities will be an advantage. The Governors intend that the School shall become Co-educational in 1987.
Applications with c.v. and the names and addresses of two referees, to the Headmaster as soon as possible. (17518) 182424

SOMERSET
KING'S SCHOOL
Bruton, Somerset
Wanted for September 1986 a graduate to teach ENGLISH at all levels in a lively department. Some History teaching might be available. Ideal opportunity for an energetic young graduate to be involved in a full school life. Ability to help in other areas games, cultural, pastoral a definate asset.
Applications as soon as possible with curriculum vitae and names and telephone numbers of two referees to The Headmaster, King's School, Bruton, Somerset BA10 0ED. (16773) 182424

HORSHAM
CHRIST'S HOSPITAL

Required for September 1986 a teacher of

Craft, Design and Technology

in a large and flourishing department of this coeducational boarding school.

Design and Realisation courses to 16+ and A level, and Graphical Communication to 16+ are well established, and the Department offers a full programme of non examination and recreational activities. Although centered on a wood workshop, the successful applicant will take a design based approach to the teaching of integrated CDT courses throughout the age range 11 – 18 (i.e. wood, plastics, metal, graphics). Experience or interest in computers, technology courses and A level Design would be advantageous. Accommodation available; own salary scale.

Applications with a full CV and the names of two referees to:-

The Head Master's Secretary,
Christ's Hospital,
Horsham,
West Sussex RH13 7LS (0403) 52547

from whom further details of the post and the school may be obtained.

REPTON SCHOOL
DERBYSHIRE

(H.M.C. 515 boys: 50 VIth form girls)

Applications are invited from well qualified graduates, either men or women, for the following post which falls vacant in September, 1986.

Teacher of English

Full details of the post are obtainable from The Headmaster, The Hall, Repton, Derby DE6 6FH, to whom applications should be made by letter giving a full curriculum vitae and the names of two academic referees before the closing date of 21st March, 1986.

(04355)

INDEPENDENT EDUCATION
continued

SUFFOLK
FRAMLINGTON COLLEGE
Woodbridge, Suffolk IP13 9EY
H.M.C. - boarding - coeducational - 512 pupils
Required in September 1986, a graduate to teach ENGLISH at all levels, including 'A' level and Oxbridge Entry. A willingness to contribute to games essential and an interest in drama would be an asset.
Salary - Framlington Scale (above Burnham).
A C.V. with the names, addresses and telephone numbers of two referees to the Headmaster. (17902) 182424

WAKEFIELD
SILCOATES SCHOOL
Wrenthorpe, Wakefield WF2 0PD
(HMC: Independent Boys' Boarding and Day School: 530 pupils from 7 - 18)
Required in September, 1986, a Graduate to teach ENGLISH throughout the 11 - 18 age range, including O and A level work. Ability to help with Games and/or Drama would be an advantage.
The post would be suitable for either an experienced or a newly-qualified teacher. Salary Burnham Scale according to qualifications and experience.
Application with curriculum vitae and the names of two referees to the Headmaster. (16548) 182424

WILTSHIRE
CRANBORNE CHASE SCHOOL
ENGLISH Teacher required for September 1986 to share in the teaching of English throughout the School. A willingness to become involved in the life of a boarding school is essential.
Cranborne Chase School is an independent girls' school of 140 pupils ranging in age from 11 - 18.
Single accommodation may be available.
Applicants should write to the Headmistress enclosing C.V. and the names and address of two referees to Cranborne Chase School, Wardour Castle, Tisbury, Salisbury SP3 6RH. (Tel: 0747 870464).
(17901) 182424

YORKSHIRE
READ SCHOOL
Drax, Selby, North Yorkshire YO8 8NL
(Boarding/Day School for 280 boys, 8 - 18: full details in P.S.Y.B. p. 770)
Required for September, 1986, qualified graduate to teach English and Drama throughout the Senior School. Ability and willingness to help with Music and out-of-school activities would be an advantage. Scale II available to a suitable candidate.
Please apply with full c.v. and the names and addresses of two referees to the Headmaster. (13623) 182424

Geography

Other Assistants

BERKSHIRE
DOLPHIN SCHOOL
Qualified graduate to teach Geography - See under Preparatory Schools, Geography, other Assistants.
(17714) 182624

CORNWALL
TRURO HIGH SCHOOL
Falmouth Road, Truro
Girls' Independent Day and Boarding School
500 girls aged 5 - 18
Required for September 1986 a qualified and experienced graduate to teach Geography full time to O and A level in the Senior School. Burnham Scale 1 possibility of scale 2 later.
Applications (no forms) including C.V. and names and addresses of two referees to the Headmistress within three weeks. (17395) 182624

HERTFORDSHIRE
ST. COLUMBIA'S COLLEGE
King Harry Lane, St. Albans, Herts. AL3 4AW
R.C. Independent Day School for Boys aged 11 - 19. 560 on roll.
Required for September, 1986, a recently qualified GEOGRAPHY GRADUATE to teach Geography throughout the school, with special interest in Human Geography and statistical techniques. Availability for Field Work would be essential. Ability to teach Mathematics or Science as a second subject an asset.
Willingness to assist with Sport and other extra-curricular activities would be expected.
Applications in writing, with C.V. and names of 2 referees to Headmaster. (16713) 182624

KENT

SEVENOAKS SCHOOL

A co-educational HMC Boarding and Day School with 900 pupils, including a Sixth Form of 400, requires for September 1986, male or female graduate in

GEOGRAPHY

to join a very large, active and innovative department to teach the subject throughout the School. A willingness to assist in games and extra-curricular activites desirable. Salary significantly above Burnham; housing available.

Applications to the Headmaster, Sevenoaks School, Sevenoaks, Kent TN13 1HU, including curriculum vitae and names and addresses of two referees. Tel: (0732) 455133.
(17324) 182624

KENT
ST. LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(HMC. Co-ed. 120 in Sixth Form)
GEOGRAPHER required for September 1986 with particular interest in Human Geography.
A committed Christian, able to coach main games and take responsibilities in either a girls' or boys' boarding House: very strong recommendations. Single accommodation is likely to be available. Own salary scale. Allowance for boarding duties.
Applications with C.V. and names of two referees (with telephone numbers) to the Headmaster. (98191) 182624

LONDON NW11
MENORAH GRAMMAR SCHOOL
Beverley Gardens, London NW11 9DG
Requires well-qualified graduate to teach Geography to 'A' and possibly 'S' level. Scale 2/3 plus ILA available for suitably experienced applicant.
Apply in writing to the Director Of Education with full C.V. and two refs.
(17655) 182624

LONDON SE9
ELTHAM COLLEGE
HMC Formerly DG 11 - 18
Day and Boarding Places for 530 boys
Sixth Form Places for Girls
Required from September, 1986, a well-qualified graduate to teach Geography at all levels throughout the school, becoming one of a department of three specialists. Geography is taught to all pupils up to Fifth Year and currently over 60 boys and girls are studying 'A' level Geography in both Sixth Form years.
Applications, including names and addresses of two referees should be sent to The Headmaster, Eltham College, Mottingham, London SE9 4QF, from whom further details are available.
This is a Scale 2 post (plus Outer London Weighting). Assistance with removal expenses will be considered.
(17318) 182624

STAMFORD HIGH SCHOOL
Lincolnshire
G.S.A. Independent Day and Boarding 968 girls 4–18

Required for September 1986
Geography Graduate to share teaching throughout the school.
Please forward your application and curriculum vitae together with the names and addresses of two referees to:

Miss G.K. Bland, B.A.
Headmistress
Stamford High School,
St. Martin's, Stamford, Lincolnshire PE9 2GJ

SOMERSET

QUEEN'S COLLEGE
Taunton

HMC Co-educational, day and boarding

Required for September 1986, a well-qualified graduate in GEOGRAPHY to teach throughout the school, with a full share of sixth form work. Assistance with games or extra curricular activities an advantage. Accommodation available for single person in return for boarding duties.

Applications with full curriculum vitae and names, addresses and tel. nos. of 2 referees to:

The Headmaster, Queen's College, Taunton. Tel: Taunton (0823) 72559.
(16845) 182624

UNITED ARAB EMIRATES
DUBAI
'See Dubai College - Overseas'. (17670) 182624

History

Heads of Department

BEDFORDSHIRE
THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX
1000 girls, (7 - 18), approx. 170 in Sixth Form
Required for September 1986, a well qualified and experience teacher as Head of History (Burnham Scale 3) to be responsible for organising the work of the Department and to teach throughout the main school to A/S level and Oxbridge Entrance standard.
Further details are available from the Head Mistress. Letters of application should be accompanied by full curriculum vitae, including the names and addresses of two referees.
(12040) 182818

BRIGHTON
BRIGHTON & HOVE HIGH SCHOOL
G.P.D.S.T.
Montpelier Road, Brighton, East Sussex BN1 3AT
Required September 1986 experienced and well qualified History graduate to take charge of lively department with strong academic tradition. Salary according to Burnham Scale. Interviews week beginning 14th April.
Please apply in writing to the Headmistress, enclosing a curriculum vitae and names and addresses of two referees.
(17643) 182818

LONDON SE12
COLFE'S SCHOOL
London SE12
H.M.C. 770 pupils
Trustee: The Worshipful Company of Leathersellers
Well qualified, experienced and enthusiastic graduates are invited to apply for the post of Head of History which becomes vacant in September. Willingness to teach to Oxbridge entrance level, to meet the challenge of the changing curriculum and to participate fully in the life of the school is essential.
Salary on Colfe's School Scale (above Burnham plus Inner London Allowance).
Applications with c.v. and names of 2 referees to the Headmaster, Horn Park Lane, London SE12 8AW (Tel: 01-852 2283) by 21st March.
(16964) 182818

NORTHAMPTON
NORTHAMPTON HIGH SCHOOL
Derngate, Northampton NN1 1UN
Tel: 0604 - 38095
GSA: a Church of England day school - 500 girls (100 in sixth)
Required for September 1986 a well qualified and experienced graduate to be head of a successful department with good results at O and A Level.
Burnham Scale 3.
Apply with c.v. and names of referees to the Headmistress, mentioning any other teaching subject and any extra curricular contribution you wish to offer. (17366) 182818

RUTLAND
OAKHAM SCHOOL
Rutland
HMC: Independent, Co-educational, boarding/day, 950 pupils 11 - 18
HEAD OF HISTORY
Required for September, 1986, a well qualified graduate to be responsible for the History Department, teaching at all levels up to Oxbridge and organising and administering the department's work throughout the school.
Ability to help with extra-curricular activities would be an advantage.
Further details are available on request.
Oakham School has its own salary scale.
Applications, with a full c.v., and the names and addresses of two referees should be sent to The Headmaster, Chapel Close, Oakham School, Rutland LE15 6DT.
(17114) 182818

SUFFOLK
FELIXSTOWE COLLEGE
Felixstowe, Suffolk IP11 7NQ
(840 girls Boarding and Day 11 - 18)
Required for September 1986, experienced History graduate to lead successful department with regular Oxbridge entrants.
Suitable candidates would also be considered for speedy promotion to possible major responsibilities on staff management team.
Further details from Headmistress's Secretary. Full applications to be received by March 18th, with c.v. and details of two referees.
(17675) 182818

Other Assistants

BRISTOL

BADMINTON SCHOOL
Bristol

G.S.A. 340 girls 7 - 18

A stimulating young History graduate, man or woman, is required in September to teach up to University entrance level. Sympathy with boarding school values essential.

Accommodation available.

Burnham Scale I.

Please apply to the Headmaster, with CV and 2 referees. (16666) 182824

CUMBRIA
SEDBERGH SCHOOL
Cumbria
HISTORY
Required for September 1986 a good honours graduate to teach HISTORY at all levels, including 'A' level and Scholarship. Accommodation may be available.
Apply with telephone numbers, to: The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, giving curriculum vitae, the names of two referees and details of extra mural interests, by 17th March 1986.
(16925) 182824

EAST SUSSEX
BATTLE ABBEY SCHOOL
(G.S.A. 140 girls 11 - 18)
Situated within the Abbey founded by William the Conqueror, requires a resident, female Historian from September, 1986.
The successful applicant for this, the most enviable post for a historian in the country, will teach history throughout the school including 'A' level.
For further details and an application form, please send a foolscap s.a.e. to the Headmaster's Secretary.
(16551) 182824

ESSEX
HISTORY
An enthusiastic graudate is required for September 1986 to teach History, together with some English, to 'A' level. This is an additional post in expanding departments. Ability to assist with extra curricular activities amn advantage. Felsted salary scale. Accommodation available.
Further details may be obtained from, and applications together with a full curriculum vitae, and the names and addresses of two referees, should be sent to, The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (17416) 182824

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
Catholic, H.M.C.,
Independent Day & Boarding School, Co-ed.
Required for September 1986 a well qualified graduate to teach History throughout the College. Salary according to age, experience and qualifications on Burnham Scale. Single accommodation available.
Please apply to the Headmaster, St. Edmund's College, Old Hall Green, Ware, Herts. SG11 1DS, with full curriculum vitae and names and addresses of two referees.
(16598) 182824

KENT
BEDGEBURY SCHOOL
(GSA, 380 girls, boarding/day).
Requires for September 1986 a fully-qualified and preferably experienced graduate teacher of History to 'O', 'A' and university entrance level and to be Second in Department.
It would be a distinct advantage if candidates could in addition teach Economics or Economics and Public Affairs to 'A' level.
Resident (preferably) or non-resident post.
Salary Burnham Scale 2 (History only) but a possibility of Scale 3 for History and Economics to 'A' level.
Further details are available from the Headmaster, Bedgebury School, Goudhurst, Cranbrook, Kent TN17 2SH, to whom a letter of application, curriculum vitae and the names and addresses of two referees should be sent immediately.
(17214) 182824

LONDON NW11
MENORAH GRAMMAR SCHOOL
Beverley Gardens, London NW11 9DG
Requires well-qualified graduate to teach History to 'A' and possibly 'S' level.
Scale 2/3 plus ILA available for suitably experienced applicant.
Apply in writing to the Director of Education with full C.V. and two refs.
(17654) 182824

LONDON SE21
DULWICH COLLEGE
London SE21 7LD
Required from September 1986, a graduate to teach History to all levels in the school, becoming one of a department of 6 specialists. Ability to assist with games or interest in other extra-curricular activities will be an advantage.
Dulwich has its own salary scales which are in excess of Burnham, initial placing on which will be according to age and experience. Accommodation may be available if required.
Applications by letter to the Master, as soon as possible, enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees.
Further particulars, obtainable on request, will be sent to all applicants. (17667) 182824

LONDON SW6

THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX

Tel: 01-385 0102

The school is a voluntary-aided school in the trusteeship of the Fathers of the London Oratory. There are 1100 boys and 80 girls in the school, including over 270 pupils in sixth form. Girls are only admitted to the sixth form.

Required immediately for the remainder of the school year, a temporary teacher (scale 1) for History throughout the school, including O level and A level.

Candidates should telephone the Headmaster's Secretary for further details and to make an appointment.
(17346) 182824

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for September 1986 at this Girls' Independent Day School a History Graduate to teach full-time throughout the school to A-Level and University Entrance Standard. This is a temporary appointment initially, due to maternity leave, but could become permanent.
Application by letter to the Headmistress at the school with curriculum vitae and names and addresses of two referees. Closing date for applications Monday, 17th March. (17707) 182824

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for September 1986 a History Graduate to teach part-time, 3 days a week, in this Independent Girls' Day School (700 pupils). Advanced Level teaching available. Salary according to qualifications and experience.
Apply by letter to the Headmistress at the school with curriculum vitae and names and addresses of two referees. Closing date for applications Monday, 17th March.
(17708) 182824

LONDON

BANCROFT'S SCHOOL
Woodford Green, Essex IG8 0RF

Independent, Coed. 700 pupils HMC

Required for September 1986 a graduate to teach History at all levels throughout the School and to join a thriving and energetic department with a fine record of A Level and university entrance success. The post will suit an able and enthusiastic teacher willing to be involved in the full range of school life.

Salary on Burnham Scale according to experience; substantial reductions for the education of children of staff and other fringe benefits.

Letter of application with curriculum vitae and names of two referees to the Head Master. Further particulars, available on request, will be sent to all applicants. (13634) 182824

LYTHAM ST. ANNES

KING EDWARD VII SCHOOL
Lytham, Lancs., FY8 1DT

H.M.C., Day, 620 boys, Assisted Places

Required September: Teacher of HISTORY, to teach throughout the School, including a substantial share of Sixth Form work. It is hoped to appoint a recent graduate, who will be willing to make a significant contribution to School games/extra-curricular activities.

Applications (no forms) with full c.v. to the Headmaster, by 20th March. (12070) 182824

SURREY

ST. JOHN'S SCHOOL
Leatherhead, Surrey

Independent HMC 450 Boarding & Day Boys, 150 in VI Form

Required for September 1986 a well qualified History graduate to teach at all levels up to University Entrance standard.

Ability to help with extra-curricular activities and games would be an advantage.

St. John's has its own salary scale and accommodation may be available.

Apply with full c.v. and names and addresses of two referees to: The Headmaster, St. John's School, Epsom Road, Leatherhead, Surrey KT22 8SP.
(12037) 182824

SUSSEX

BRIGHTON COLLEGE

September 1986

A graduate to teach History with some English throughout the school to A level in one or other subject.

All round extra curricular interests are required and ability to coach games (particularly Rugby, Hockey or Squash) will be an advantage. A residential post could be available.

Salary above Burnham.

Apply in writing to: The Headmaster, Brighton College, Eastern Road, Brighton BN2 2AL, with c.v. and names of two referees. (98239) 182824

Home Economics

Heads of Department

BEDFORDSHIRE
THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX
(1000 girls 7 - 18)
Required for September a well qualified teacher to be HEAD OF HOME ECONOMICS: FOOD AND NUTRITION (Burnham Scale 3) to assume full responsibility for a very strong Department. A-level experience essential. Purpose built, well equipped rooms. Send s.a.e. for further information.
Letters of application, accompanied by curriculum vitae and the names and addresses of two referees should be sent to the Head Mistress as soon as possible.
(12041) 183019

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
Cambs.
(H.M.C., PSYB page 178)
(Co-educational 500 pupils 11 - 18)
Required for September 1986 a well qualified teacher to be Head of Home Economics and to assume full responsibility for the Department. Kimbolton Salary Scale with responsibility allowance.
Further details are available from The Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambs. PE18 0EA (Tel: 0480 860505), to whom letters of application, accompanied by curriculum vitae and the names and addresses of two referees, should be sent as soon as possible, and by 19th March 1986 at the latest.
(31870) 183019

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL
C. of E. 475 girls over 11. 110 in Sixth Form.
Required for September 1986 Head of Home Economics Department to take responsibility for the subject throughout the school to O and A Level.
Salary according to qualifications and experience. Willingness to help in related extra curricular activities important. London Fringe Allowance. Burnham Scale.
Applications with names and addresses of two referees to Headmistress from whom further particulars may be obtained. (98190) 183019

SURREY
KING EDWARD'S SCHOOL
Witley, Surrey
(HMC - coeducational, boarding, Assisted Places, 515 pupils 11 - 18)
Required for September 1986 Head of Home Economics.
Salary appropriate to qualifications and experience. Accommodation or living-out allowance available.
Application form and further details from Headmaster, King Edward's School, Witley, near Godalming, Surrey GU8 5SG.
(17506) 183019

Other Assistants

BRISTOL
CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
Home Economics teacher required for September 1986 to teach Food and Nutrition throughout the school, experience previous teaching essential. The successful applicant must be able to offer Needlework also. Car driver essential.
Burnham Scale 1.
Apply immediately to the Headmistress, enclosing curriculum Vitae and names and addresses of two referees.
(17727) 183019

INDEPENDENT EDUCATION
continued

Mathematics

Heads of Department

SHROPSHIRE

WREKIN COLLEGE

H.M.C., Co-ed., 13 - 18, 340 pupils (VIth form 140)

Wanted for September 1986, Mathematician to teach throughout the school with a view to taking over department in September 1987. Salary above Burnham. School accommodation will probably be possible.

Please apply with c.v. and names of 2 referees to The Headmaster, Wrekin College, Wellington, Telford TF1 3BG, Shropshire. (41871) 183418

Other Assistants

BIRKENHEAD
BIRKENHEAD SCHOOL
Graduate required to teach Mathematics throughout the School, in a strong Department.
Good allowance available. Possibility of accommodation.
Please apply, giving names of two referees to: The Headmaster, 58 Shrewsbury Road, Birkenhead L43 2JA.
(17608) 183424

BRISTOL

BADMINTON SCHOOL
Bristol

G.S.A. 340 girls 7 - 18

A Mathematics graduate, man or woman, is required in September, able to teach to University entrance level. This could be either a part-time post or full-time with Physics. Sympathy with boarding school values essential.

Burnham Scale I or II.

Please apply to the Headmaster, with CV and 2 referees. (16667) 183424

BUCKINGHAMSHIRE
Reqd. Sept. MATHS. grad. for O & A Level work. Ind. Girls' Schl. Bucks.
Apply Prinicpal Box. TES 00502, Priory House, St John's Lane, EC1M 4BX. (16645) 183424

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL
C. of E. School
480 Girls, 100 in Sixth Form
Required for September, 1986, graduate to teach MATHEMATICS to G.C.S.E. A Level and university entrance standard. Interest in computing would be an advantage. Department of 6.
Salary according to qualifications and experience.
Applications with full details and names and addresses of two referees to Headmistress from whom further details may be obtained.
(17240) 183424

HERTFORDSHIRE
HAILEYBURY
Hertford
MATHEMATICS
A vacancy exists in September 1986 for a teacher of Mathematics to join a strong department and teach at all levels in the school. Sympathy with and willingness to contribute to boarding school life will be valuable; the appointment could be particularly suitable for a young but well-qualified teacher.
Salary on the Haileybury scale (above Burnham); accommodation may be available.
Applications by 17th March with curriculum vitae and the names of at least two referees to The Headmaster, Haileybury, Hertford SG13 7UN from whom a copy of further particulars of the post may be obtained. (17551) 183424

KENT

SEVENOAKS SCHOOL

A co-educational HMC Boarding and Day School with 900 pupils, including a Sixth Form of 400, requires for September 1986 A MAN OR WOMAN GRADUATE MATHEMATICIAN to teach S.M.P. up to 'A' Level and beyond in a large department. Ability to contribute to Computer development or statistics could be an advantage. Extra-curricular activities important. Salary well-above Burnham; housing available.

Details from the Headmaster, Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone numbers of two referees.
(13625) 183424

KENT
BEDGEBURY SCHOOL
(GSA, 380 girls, boarding/day)
Requires for September 1986 a fully-qualified and preferably experienced graduate MATHEMATICIAN to be Second in Department in a forward-looking and expanding Department. The appointee will work closely with the Head of Department and, ideally, will be able to offer Computer Studies to at least GCE 'O' level standard.
Salary Burnham Scale 2 (or possibly Scale 3 for a suitably qualified candidate).
The post is either resident or non-resident.
Further details are available from the Headmaster, Bedgebury School, Goudhurst, Cranbrook, Kent TN17 2SH, to whom a letter of application, curriculum vitae and the names and addresses of two referees should be sent immediately.
(17213) 183424

KENT
DOVER COLLEGE
HMC 380 pupils 13 - 18
coeducational boarding & day
Required in September 1986 graduate to teach MATHS at all levels. Ability to help with games, especially hockey, an advantage. Possibility of accommodation. Suit first or second post.
Apply with curriculum vitae and names of two referees to Headmaster, Dover College, Dover, Kent CT17 9RH from whom further particulars are available. (17435) 183424

KENYA
Maths A level teacher.
See overseas appointments 'Kenya'. (12055) 183424

LONDON N2
PARDES GRAMMAR BOYS' SCHOOL
246-250 East End Rd., N2
Experienced Maths Teacher required, full-day Burnham Scale for afternoon teaching only, offered.
Ability to assist in Science an advantage.
Apply with Full C.V. to the Headmaster. (17678) 183424

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
GSA - Independent - 775 girls
Required for September 1986 a graduate to join a department of eight to teach throughout the school from 11 year olds to Further Maths 'A' level, 'S' level and Oxford entrance. A willingness to join in extra-curricular activities a great advantage. A young and enthusiastic new recruit to the profession would be welcome.
Salary: Scale 1 or 2 on the J.A.G.S. Scale (Burnham plus), according to experience, with Inner London allowance. Accommodation a possibility.
Please apply to the Headmistress enclosing a c.v. and names, addresses and telephone numbers of two referees. (16924) 183424

GLASGOW ACADEMY
GLASGOW G13 8HE
(H.M.C. Independent)

MATHEMATICS DEPARTMENT

HEAD OF COMPUTING/ POST OF RESPONSIBILITY

Required for 1st September, 1986 a well qualified graduate to teach to all levels of S.C.E. and G.C.E. 'A' level. For a candidate who is also able to offer computing the headship of Computer Studies would be available.

The responsibility element for the right person is £2,181 on top of a scale rising from £7,857 to £12,165.

Government superannuation. Help wih removal expenses may be given.

Applications enclosing curriculum vitae and the names and addresses of two referees should be sent as soon as possible to the Rector from whom further particulars may be obtained.

(04008)

LONDON SE9
ELTHAM COLLEGE
HMC Formerly DG 11 - 18, Day and Boarding Places for 530 boys, Sixth Form Places for Girls
Required for September 1986, a Mathematics Graduate to join a flourishing and large Mathematics Department to assist with 'O' and 'A' level work. Ability to teach 'A' level statistics would be a desirable element. Willingness to help with extra-curricular activities (especially music and sport) a strong recommendation.
Applications, including names and addresses of two referees should be sent to The Headmaster, Eltham College, Mottingham, London SE9 4QF, from whom further details are available. This is a Scale 2 post (plus Outer London Weighting). Assistance with removal expenses will be considered.
(17319) 183424

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for September 1986 a Graduate to teach MATHEMATICS. Salary Burnham on a scale appropriate to experience, plus London Allowance. Single accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR.
(17721) 183424

LONDON
EMANUEL SCHOOL
Battersea Rise, London SW11 1HS
A capable MATHEMATICS teacher is required for September 1986. The school is an 10 - 18 boys' independent school with 685 pupils. Pupils at the school take an SMP O-level and London or MEI A-levels. The department consists of eight full time mathematics teachers and two others. An ability to assist with games would be an advantage.
Applications, with curriculum vitae and the names and addresses of two referees, should be sent to the Headmaster. (16754) 183424

MANCHESTER
THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
Tel: 061-224 7201
Required for September, 1986, a well qualified graduate to teach Mathematics throughout the school.
The School has its own salary scale.
Applications, with full curriculum vitae and the names of two referes, should be sent to the High Master as soon as possible.
(17225) 183424

OXFORDSHIRE
ABINGDON SCHOOL
(Independent, H.M.C., 700 boys 11 - 18, Boarding and Day)
Required for September 1986: Honours Graduate to teach MATHEMATICS at all levels. This could be a Scale 2 post for a suitably qualified candidate. Willingness to help with games an advantage.
Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 1DE. (12067) 183424

OXFORDSHIRE
OXFORD HIGH SCHOOL
Belbroughton Road, Oxford OX2 6XA
Tel: Oxford (0865) 59888
G.P.D.S.T., (600 girls 9 - 18, 145 in Sixth Form)
Good honours graduate required for September 1986 to teach MATHEMATICS throughout the school from 11 plus to A Level and Oxbridge.
Full or part time considered.
50 - 60 a year study Mathematics in the Sixth Form.
Salary: Burnham - Scale according to experience.
Write or telephone for further details.
Applications, including curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to the Headmistress as soon as possible.
(17207) 183424

OXFORDSHIRE
CARMEL COLLEGE
Mongewell Park, Wallingford, Oxon OX10 8BT
Scale 1 post in a lively and successful department. SMP taught to 'O' Level with the new 11 - 16 material in use up to year 3. Tradition 'A' Level maths and Further Maths teaching available but not essential. Games coaching welcomed. A Scale 2 post could be offered to a suitably qualified candidate.
Applications should be made in writing to the Headmaster with the names and addresses of two referees.
(17703) 183424

SURREY

GUILDFORD HIGH SCHOOL
London Road, Guildford, Surrey GU1 1SJ

(Church Schools Co., Ltd.)

Required for September, well qualified MATHEMATICS teacher to join a strong team in the Mathematics Department of this academic girls' independent school. Additional part-time appointment owing to expansion.

Please apply by letter to the Headmistress enclosing curriculum vitae and the names, addresses and telephone numbers of two referees. (98204) 183424

SURREY

TORMEAD SCHOOL
Guildford, Surrey

Independent Day & Boarding School, G.S.A.

MATHEMATICS Graduate required to join a strong department to teach throughout the school up to 'A' level. This is a post that might suit a newly qualified teacher but candidates without teaching experience must have completed a P.G.C.E. course.

Salary: Burnham Scale 1 plus London Fringe Weighting. Government superannuation and sick pay regulations.

Please apply in writing to the Headmistress giving full curriculum vitae and the names and addresses of two referees.

Tormead School, 27 Cranley Road, Guildford, Surrey GU1 2JD.
(98196) 183424

SURREY

SIR WILLIAM PERKINS'S SCHOOL
Chertsey, Surrey

(Independent Day School: 460 girls 11 - 18 years)

Required for September 1986 Graduate to teach Mathematics throughout the school to Advanced Level and University Entrance.

Scale according to experience. Burnham plus London Fringe Allowance.

Please apply to Headmistress with c.v. and name of two referees.
(17514) 183424

SURREY
PARSONS MEAD SCHOOL
Ashtead, Surrey KT21 2PE
Girls' Independent Day and Boarding School
G.B.G.S.A. & G.S.A. Member
Senior School 300 Girls
Graduate needed for September 1986, to share in the teaching of Mathematics throughout the school to 'O' and 'A' level. Scale post available to suitably qualified and experienced candidate.
Burnham Scale, London Fringe Allowance, Government Superannuation.
Apply, in writing, to the Headmistress with c.v. and names and addresses of two referees. (98244) 183424

CITY OF LONDON FREEMEN'S SCHOOL
Ashtead Park, Surrey

Graduate Assistant Mathematics Teacher

required for September to teach the subject throughout the school. Scale 2 with allowance. Furnished flat available at low rent, or Assistant Boarding Housemaster post with furnished flat and allowance for single man.

Application forms from the School Secretary — Ashtead 77933.

(12411)

WEST SUSSEX
SEAFORD COLLEGE
Petworth, W. Sussex GU28 0NB
Applications invited for a Mathematics teacher to 'A' and 'O' levels for September 1986. Burnham Scale appropriate to age and experience with special Seaford allowance. Married accommodation available.
Further particulars and application form can be obtained from: Headmaster's Secretary.
(17676) 183424

WORCESTERSHIRE
Required for September 1986 teacher of Maths to 'A' Level and Computer Studies to 'O' Level.
Apply with C.V. and names and addresses of two referees to Headmaster, Abbey International College, Malvern Wells, Worcestershire WR14 4JF.
(17120) 183424

WORCESTERSHIRE
MALVERN GIRLS' SCHOOL
Worcestershire
Independent Boarding School for 520 Girls with a Sixth Form of 160
MATHEMATICS
Well qualified Mathematics graduate required for September 1986 to join a department of six. The school follows modern syllabuses and applicants must be prepared to teach throughout the school. The post would be suitable for a first appointment.
Non-Resident Burnham Scale.
Applications to the Headmistress with copies of testimonials, if available, and the names and addresses of two referees. (17755) 183424

Modern Languages

Heads of Department

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury
Independent Girls' boarding and day school, 11 - 18 years
Due to retirement, a well qualified and experienced teacher is required for September 1986 as HEAD OF MODERN LANGUAGES. Spanish is the preferred second language.
School accommodation could be available.
Applications with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (16938) 183618

KENT
BROMLEY HIGH SCHOOL
Blackbrook Lane, Bickley, Bromley, Kent BR1 2TW
G.P.D.S.T.
HEAD OF MODERN LANGUAGES required for September 1986, graduate to organise large and lively Department, and to teach French at all levels, including A level and Oxbridge entrance.
The school offers French, German and Italian; a suitable candidate should be able to teach one of the other languages.
Write to The Headmistress, with c.v. and names and addresses of two academic referees.
Closing date 21st March, 1986. (17430) 183618

LANCASHIRE

KIRKHAM GRAMMAR SCHOOL

HEAD OF MODERN LANGUAGES

(Scale 4)

Kirkham Grammar School is an independent day/boarding School situated in the Fylde approx. 8 miles from Blackpool and 9 miles from Preston. Co-educational with boarding 11 - 18 years.

Highly qualified and experienced graduate linguist required for September 1986 to take charge of a flourishing department. Applicant able to teach French to Oxbridge level and German, at least to O-level.

A full contribution to games. Boarding and/or C.C.F. would be an additional recommendation.

Full details may be obtained from the Headmaster, Kirkham Grammar School, Ribby Road, Kirkham, Nr. Preston, Lancs. PR4 2BH. (Tel: Kirkham 684264).

Letters of application with curriculum vitae and the names and addresses of two referees by Wed. 19 March. (No forms). Interviews will be held on Mon./Tues. 24/25 March, 1986. (16774) 183618

NEWCASTLE-UNDER-LYME SCHOOL
INDEPENDENT H.M.C.
600 Boys : 600 Girls
PHYSICS or MATHS and PHYSICS
SCALE 3

Required for September, a well qualified physicist to teach throughout this 11 to 18 selective school including a share of 'A' and 'S' level work. The post will suit an ambitious younger teacher who is likely to move on to the headship of a large department.

A commitment to extra-curricular activities is required.

Please write direct to the Principal, Mount Pleasant, Newcastle, Staffs ST5 1DB enclosing curriculum vitae and the names and addresses of two referees.

Closing date 26th March, 1986

(04395)

NEWCASTLE-UNDER-LYME SCHOOL
INDEPENDENT H.M.C.
600 Boys : 600 Girls

GERMAN
SCALE 3

Required for September, a good Honours Graduate as Head of Subject in a large language department. French or Spanish is essential as a second teaching language but other languages may be an advantage.

A commitment to extra-curricular activities is required.

Please write direct to the Principal, Mount Pleasant, Newcastle, Staffs ST5 1DB enclosing curriculum vitae and the names and addresses of two referees.

Closing date 26th March, 1986

(04396)

INDEPENDENT EDUCATION
continued

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL
GPDST
3 Maresfield Gardens
Required for September, 1986, a well qualified and experienced teacher of French to take charge of a flourishing Modern Languages department, taught to 'O' and 'A' level, with Italian and Russian as non-examined Sixth Form courses.
We seek an excellent French linguist with proven administrative ability and leadership qualities.
Scale 4 for suitable applicant.
Apply in writing to the Headmistress with full C.V. and names of two or three referees. (13622) 183618

SURREY
KING EDWARD'S SCHOOL
Witley, Surrey
(HMC - coeducational, boarding, Assisted Places, 515 pupils 11 - 18)
Required for September 1986 a dynamic, well-qualified graduate to be Head of German. Salary Burnham Scale 3. Ability to help with games, societies, etc. a recommendation. Accommodation or living-out allowance available.
Application form and further details from Headmaster, King Edward's School, Witley, near Godalming, Surrey GU8 5SG. (17507) 183618

Other Assistants

BERKSHIRE
ST. GEORGE'S SCHOOL
Ascot, Berkshire
Required from September 1986 due to expansion of numbers Graduate to teach French up to 'O' Level and junior Latin.
Burnham Scale 1.
Apply with c.v. and two referees to The Headmistress. (17203) 183624

BIRKENHEAD
BIRKENHEAD SCHOOL
Modern Languages Graduate required for September 1986, to teach German and French throughout the School to Advanced Level. Strong VIth form.
Good allowance available.
Please apply, giving names of two referees to: The Headmaster, 58 Shrewsbury Road, Birkenhead L43 2JA. (12066) 183624

BIRMINGHAM
EDGBASTON HIGH SCHOOL FOR GIRLS
Westbourne Road, Edgbaston, Birmingham B15 3TS
Required for September 1986 French graduate to join a department of four to teach French throughout the school to A and Oxbridge level.
Ability to teach Spanish or Russian would be appreciated.
Applications welcome from experienced teachers and new entrants.
Salary will be on Burnham Scale 1.
The school is situated in a pleasant residential area south of the city centre.
Applications should be made with names and addresses of two referees to the Headmistress at the School. (17217) 183624

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
Independent 640 girls
Required for September 1986.
A well qualified and enthusiastic graduate to be in charge of the GERMAN department in a thriving Modern Languages department. Ability to teach a second language (not French or Spanish) would be an advantage and experience of Oxbridge entries desirable.
Applicant should be familiar with AV methods, willing to experiment in their teaching and to assume a full share of extra curricular activities in the Modern Languages department.
Salary according to experience and qualifications.
Previous applicants need not apply.
Closing Date March 26th.
Please apply by letter to the Headmistress, giving two names for reference. (17412) 183624

CAMBRIDGESHIRE
WESTWOOD HOUSE SCHOOL
Peterborough PE3 6JF
(Woodard: 330 girls)
Required for September 1986 well qualified Graduate in French to teach [illegible] senior school including 'A' level. An ability to help with Junior German an advantage.
Burnham Scale II for candidate with some experience but first appointment would be considered.
Apply with full c.v. and names of two referees to the Headmistress as soon as possible. [illegible] 183624

CHESTER
THE KING'S SCHOOL
Chester
MODERN LANGUAGES
Required for September 1986 a Modern Linguist to teach French and German throughout the School to University entrance standard. [illegible]
Burnham Scale [illegible] with King's School allowance. [illegible]
Applications with names of two referees should be sent to the Headmaster by Monday 24th March. (17334) 183624

DEVON
SHEBBEAR COLLEGE
An Independent Boarding and Day school for boys (300 aged 11 - 18) under the Methodist Board of Management
Required for September, 1986, a qualified teacher of FRENCH capable of teaching at all levels up to Advanced Level. Ability to assist with games and the extra curricular life of the school an advantage. Accommodation available.
Applications should be made in writing to the Headmaster, Shebbear College, Shebbear, Devon EX21 5HJ, enclosing copy of c.v. and the names and addresses of two referees. Further details may be obtained on receipt of a s.a.e. (16854) 183624

ESSEX
BRENTWOOD SCHOOL
(H.M.C.)
Required for September, 1986, a GRADUATE MODERN LINGUIST to teach GERMAN to 'A' and 'S' Level, with some French.
Opportunity for participation in a wide range of extra-curricular activities.
Applications to the Headmaster, Brentwood School, Brentwood, Essex CM15 8AS, giving curriculum vitae and the names and addresses of two referees. (16697) 183624

HAMPSHIRE
BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
Independent Co-educational Boarding 13 - 18
MODERN LANGUAGE GRADUATE required for September, 1986 to teach French to university entrance standard, with some Spanish.
Applications in writing, please (no forms) to the Headmaster giving full curriculum vitae and the names and addresses of three referees. (16730) 183624

HAMPSHIRE
WINCHESTER COLLEGE
A teacher of French with German is required for September, 1986.
For further particulars please apply to the Headmaster, Winchester College, Winchester, Hampshire SO23 9LX. (16815) 183624

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
(HMC - Independent - 1300 Boys - 300 in sixth)
Required for September 1986, a well qualified graduate to teach FRENCH to Oxbridge Entrance standard and GERMAN at least to GCE 'O' level. Tandberg language laboratory and oral methods in use in this large department of 13 modern linguists.
Willingness to help with General Studies, games or out-of-school activities an advantage.
Candidates with good teaching experience welcome, but the post could be filled by a new entrant to the profession.
Salary generously based on London Burnham; scale according to qualifications and experience. Government superannuation and free life insurance. Removal expenses paid according to scheme.
Write without delay with full c.v. and names of two referees to the Headmaster. (98209) 183624

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
Catholic, H.M.C., Independent Day & Boarding School, Co-ed.
Required for September 1986 a well qualified graduate to teach French throughout the College.
Salary according to age, experience and qualifications, on Burnham Scale. Single accommodation available.
Please apply to the Headmaster, St. Edmund's College, Old Hall Green, Ware, Herts. SG11 1DS, with full curriculum vitae and names and addresses of two referees. (16599) 183624

KENT
KING'S SCHOOL
Rochester
HMC: 450 Boys & VI Form Girls
Required for September 1986 a young graduate to teach FRENCH and GERMAN up to A level and University Entrance.
This is a lively department situated in a new purpose-built Language Centre, and the candidate should have a good [illegible] first appointment or one wishing to have wide scope for initiative in a second post. Willingness to contribute to the life of the School outside the classroom is also important. Single accommodation provided and married accommodation available. A boarding house tutorship could be available to a suitable candidate who wished it.
Further details may be obtained from the Headmaster, to whom applications should be sent together with full curriculum vitae and the names of two referees. (17734) 183624

LONDON NW11
MENORAH GRAMMAR SCHOOL
[illegible]
Required for September 1986 a well-qualified graduate to teach French to [illegible] level. [illegible] available [illegible] Applications [illegible] to the [illegible] with [illegible] refs. [illegible] 183624

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
(Independent School participating in the Assisted Places Scheme, 530 girls, 130 in the VIth form).
REQUIRED for September 1986 a well qualified graduate of French to teach the subject throughout the school. An ability to teach a second modern language could be an advantage. The French department is lively and successful and French is chosen by many in the VIth form.
Applicants should have an enthusiastic approach to the subject and should be prepared to be involved in extra-curricular activities.
Salary: above Burnham.
Letters of application enclosing curriculum vitae and the names, addresses and telephone numbers of two Referees should be sent to the Head Mistress, Loughborough High School, Burton Walks, Loughborough LE11 2DU as soon as possible.

SHROPSHIRE
SHREWSBURY SCHOOL
Shrewsbury, Shropshire
Modern Linguist to teach French and German or French and Spanish up to university entrance level required for September 1986. The post would suit a newly qualified graduate or someone with three or four years' teaching experience. An abilitys and willingness to help with extra curricular activities will be a strong recommendation.
Accommodation available. Own salary scale.
Applications with C.V. and the names, addresses and telephone numbers of two referees should be sent to The Headmaster, The Schools, Shrewsbury, Shropshire SY3 7BA, from whom further details may be obtained. (16927) 183624

WORCESTER
THE KING'S SCHOOL
Worcester
SPANISH/FRENCH
Required for September, 1986 a well-qualified graduate to teach Spanish and French. This is a full time post, but a part-time position for Spanish only would be considered. Ability to help out-of-school activities an advantage.
Salary above Burnham.
Applications, with c.v. and the names and addresses of two referees to the Headmaster, The King's School, Worcester WR1 2LH as soon as possible. (16747) 183624

Music

Heads of Department

HAMPSHIRE
NORTHAW SCHOOL
West Tytherley, Nr. Salisbury SP5 1NH
Director of Music required in September, 1986.
The Director of Music is directly responsible to the Headmaster for the training and performance of the choristers and instrumentalists and for the organisation and planning of Sunday and daily services, and of frequent formal and informal concerts. He is also responsible for the engagement of peripatetic music staff and for the organisation of lesson and practice timetables, and for the organisation of the school's unique internal music examinations for which visiting examiners are invited. An ability to enter fully into the teaching, pastoral and extra-curricular life of a busy and fully-booked prep. school is essential. Northaw Scale in excess of Burnham : D.E.S. superannuation scheme for qualified teachers. Single accommodation available.
Please apply in handwriting, with the names, addresses and telephone numbers of two referees, and a full curriculum vitae, to The Headmaster at the above address. (17316) 183818

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
HEAD OF MUSIC
DEPARTMENT SCALE 3
Required for September 1986 University Honours Graduate to take charge of flourishing Music Department, with two choirs, two orchestras and other instrumental groups. The successful candidate would be required to teach music throughout the school to A-level and university entrance level.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (17427) 183818

Other Assistants

EDINBURGH
MERCHISTON CASTLE SCHOOL
Edinburgh
HMC Boys' Boarding School
350 on roll
Seeks for September, 1986 a full-time Music teacher to assist in the Department with class teaching and to undertake some instrumental tuition. Ability to teach another subject desirable (e.g. a Modern Language).
Willingness to participate in the life of a boys' boarding school essential.
Please apply with curriculum vitae and the names of two referees to the Headmaster, Merchiston Castle School, Colinton, Edinburgh EH13 0PU, from whom further particulars may be obtained.
Closing date for entries: 14th April, 1986. (17617) 183824

HAMPSHIRE
ST JOHN'S COLLEGE
Southsea, Hants.
Tel: (0705) 815118
RC Independent School 575 boys 11 - 18
Conducted by the De La Salle Brothers
Required for September 1986.
A TEACHER OF MUSIC to be second in the Music Department. Scale 2 for a suitable candidate. Experience in string tuition essential. Ability to assist with Rugby or Cricket an advantage.
Bachelor accommodation available.
Further information and application form from the Headmaster. (16558) 183824

KENT
KENT COLLEGE
Pembury, Tunbridge Wells, Kent TN2 4AX
(Independent Boarding and Day School under the Board of Management for Methodist Residential Schools, and member of G.S.A. - 350 Senior girls 11 - 18 years)
Required for SEPTEMBER 1986 a graduate MUSICIAN to teach class music to G.C.S.E./Ordinary and Advanced Level, and to share, in a large department, the teaching of individual pupils in Piano and other instruments. Ability to teach woodwind will be particularly valuable, as will experience with chamber and choral groups.
The position is temporary initially (during maternity leave) but it is very likely that a permanent post will be available.
Salary: Burnham Scale 1.
Applicants with full details of qualifications and experience, and names, addresses and telephone numbers of two referees to the Headmaster as soon as possible. (16561) 183824

KENT
Required from Summer Term well qualified experienced and energetic cello teacher for one day per week to join peripatetic team.
Please send curriculum vitae with the names and addresses of two referees to Director of Music, Bedgebury School, Bedgebury Park, Goudhurst, Cranbrook, Kent TN17 2SH. (17212) 183824

LONDON
PUTNEY HIGH SCHOOL
GPDST - 550 girls (11 - 18)
A GRADUATE MUSICIAN required September, 1986 to teach throughout the school to A Level and University entrance. Class teaching part-time .5, but could be supplemented with individual piano instrumental teaching. Preference will be given to candidates with advanced performing skills.
Scale 1, Inner London Allowance.
Applications together with curriculum vitae and two referees should be sent to the Headmistress, Putney High School, 35 Putney Hill, London SW15 6BH. (17580) 183824

NORTHUMBERLAND
LONGRIDGE TOWERS SCHOOL
Berwick-upon-Tweed
Required for September 1986, a well qualified teacher of Music in this co-educational, boarding and day school (250 pupils). The ability to offer a second teaching subject would be welcomed. Salary on Burnham Scale 1 or 2 depending upon qualifications and experience. Accommodation may be available.
Application forms and further particulars from: The Headmaster's Secretary, Longridge Towers School, Berwick-upon-Tweed TD15 2XH (Tel: 0289 307584). (17701) 183824

SCOTLAND
LORETTO SCHOOL
ASSISTANT DIRECTOR OF MUSIC

This non-denominational boys boarding school (ages 8 - 18), with girls in the Sixth Form, requires for September 1986 an ASSISTANT DIRECTOR OF MUSIC. The successful applicant, a qualified musician, will teach music to 'A' level, take individual pupils, on his/her specialist instrument, and be responsible for encouraging instrumental and/or choral groups throughout the school. Good keyboard skills required. Orchestral experience an advantage. Single or married accommodation available.

Further details from the Headmaster, Loretto School, Musselburgh, Near Edinburgh, to whom applications with the names and addresses of two referees should be sent. (17627) 183824

CHETHAM'S

Chetham's School of Music,
Manchester M3 1SB.
061-834 9644

OPPORTUNITIES FOR SEPTEMBER, 1986

1. As a result of appointment to a Headship, there is a vacancy for someone, or perhaps a couple, to run a Senior Girls' Boarding House of some 45 girls (resident staff flat, with three bedrooms).
2. As a result of re-organisation, a resident teacher is required to develop Art/Craft (including O & A-level courses) throughout the School, both as timetabled and as spare-time activities (good Art-Room, Pottery Studio with Kiln, workshops available).

We would like to hear from people interested in full-time involvement in this residential community of gifted musicians. There is scope for potential assistants in boarding-houses (for Juniors and for Senior Boys) and for teaching-work in a number of subjects.

Please apply by letter, to the Headmaster, with names of two referees, as soon as possible and in any case by 17th March. Telephone enquiries welcome. Full details by request from the Headmaster's Secretary.

(04335)

Pastoral

Heads of Department

HERTFORDSHIRE
QUEENSWOOD
Shepherd's Way, Brookmans Park, Hatfield AL9 6NS
(G.S.A., S.H.A. 380 girl boarders 11 - 18)
Required for September 1986 a Housemistress to be responsible for 80 girls. Teaching (half timetable) available for graduate, please state subject offered.
SALARY: Burnham Scale 2 maximum, plus allowance of £958 p.a., together with free board and lodging during term time. Accommodation in new self-contained two bedroomed flat will become available during 1987. D.E.S. Superannuation Scheme.
Applications, together with C.V., names, addresses and telephone numbers of two referees should be sent to: Mrs A.M.B. Butler, M.A. Headmistress, from whom further details may be obtained on receipt of s.a.e.
Closing date for applications: 7th March. (16940) 184018

STAFFORDSHIRE
(SCHOOL OF S. MARY AND S. ANNE)
Rugeley, Staffs.
(Woodard Corporation)
Requires a HOUSEMISTRESS for one term from April, 1986. The post involves taking charge of a boarding house of approximately 40 girls and Spanish conversation with 'A' and 'O' Level candidates and Spanish teaching.
Please telephone Burton-on-Trent (0283) 840232 for an Application Form. Salary Negotiable. (17313) 184018

YORKSHIRE
HARROGATE COLLEGE
Public Independent School for Girls
(420, mainly boarding)
RESIDENT HOUSEMISTRESS (teaching or non-teaching) required for September 1986, to take charge of Upper Sixth house of about 40 girls aged 17/18. Experience of boarding school desired but not essential. Accommodation could be made available for a married couple.
Further details from the Headmistress, Harrogate College, Clarence Drive, Harrogate, HG1 2QG (Tel: 0423 504543), to whom applications should be addressed together with full c.v. and names and addresses of two referees. [illegible] 184018

Other Assistants

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe, Buckinghamshire HP11 1PE
Required from September an Administrative Assistant to two houses. This is a new post, and the duties would be similar to those of an Assistant Housemistress. No catering would be involved.
It is a resident post with a flat in the main Abbey.
Salary by negotiation.
Please apply with names of two referees to the Headmistress. (16933) 184024

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent
Required for April - Assistant Housemistress for the 11 - 13 age group. Interest in out-door activities is looked for. Salary according to age and experience. Generous off duty; accommodation may be used throughout the year. A current driving licence is essential.
Apply in writing to the Headmistress giving the names and addresses of two referees. (16554) 184024

OXFORDSHIRE
ST. MARY'S SCHOOL
Wantage
Church of England boarding school for 300 girls aged 11 - 18
Required in September, 1986 a teaching ASSISTANT HOUSEMISTRESS (please state subjects offered)
Duties include supervision of girls in and out-of-school hours, preparation, meals, etc., plus approximately half a full timetable.
Salary on Burnham Scale 2, plus full board and lodging in term time.
Apply to the Headmistress with c.v. and names of two referees. (17116) 184024

SHEFFIELD
HOUSEMASTER of age-group Lower VIth required January 1987. The pastoral nature of the post requires a practising Roman Catholic.
Married family accommodation is provided.
For details send s.a.e. to The Headmaster, Mount St Mary's College, Spinkhill, Via Sheffield S31 9YL. (16552) 184024

STAFFORDSHIRE
ABBOTS BROMLEY (SCHOOL OF S. MARY AND S. ANNE)
Rugeley, Staffs.
(Woodard Corporation)
Requires a HOUSEMISTRESS from September, 1986. The post involves taking charge of a boarding house of approximately 40 girls and also some teaching.
Please Tel: Burton-on-Trent (0283) 840232 for an application form. Salary negotiable. (17903) 184024

WILTSHIRE
INTERNATIONAL SCHOOL OF CHOUEIFAT
ASSISTANT HOUSEMASTERS
2 Assistant Housemasters are required as soon as possible for this international school for boys of the secondary age range. Accommodation will be provided. There are 2 dormitories for the older age range both with houseparents in residence. The duties of the assistants will be to help the houseparents in general running of the dorms and to take responsibility for the dorms at weekends and evenings when the houseparents are off duty. The post will also include work in the main school, plus a commitment to extra-curricular activities.
Letters of application stating strengths and interests plus a full c.v. and names and addresses of 2 referees should be sent to:- The Student Life Officer, The International School of Choueifat, Ashwicke Hall, Marshfield, Nr. Chippenham, Wiltshire SN14 8AG. Tel: Bath 891841, Ext. 221. (16772) 184024

WILTSHIRE
INTERNATIONAL SCHOOL OF CHOUEIFAT
ASSISTANT HOUSEMASTERS
2 Assistant Housemasters are required as soon as possible for this international school for boys of the secondary age range. Accommodation will be provided. There are 2 dormitories for the older age range both with houseparents in residence. The duties of the assistants will be to help the houseparents in the general running of the dorms and take responsibility for the dorms at weekends and evenings when the houseparents are off duty. The post will also include work in the main school plus a commitment to extra-curricular activities.
Letters of application stating strengths and interests plus a full c.v. and names and addresses of 2 referees should be sent to:- The Student Life Officer, The International School of Choueifat, Ashwicke Hall, Marshfield, Nr. Chippenham, Wiltshire SN14 8AG. Tel: Bath 891841. (17646) 184024

Physical Education

Heads of Department

BRISTOL
CLIFTON COLLEGE
DIRECTOR OF P.E.

Applications are invited for the post of Director of P.E. which will be vacant from September 1986. Applicants should have had several years teaching experience in a large school or be themselves already a head of department.

Clifton has a superbly equipped Sports Centre opened in 1982.

The school will be admitting girl boarders (aged 13 - 18) from 1987, and an Assistant Director of P.E. will be appointed from that date.

Salary: Clifton scale. Accommodation available.

Further details of the appointment may be obtained from the Headmaster, Clifton College, Bristol BS8 3JH, to whom applications (enclosing curriculum vitae and the names and addresses of two referees) should be submitted as soon as possible. (17607) 184218

LANCASHIRE
ROSSALL SCHOOL
Fleetwood, Lancashire
Required for September, 1986 graduate to take charge of P.E., Rugby Football and Athletics, and to teach general subjects including History.
Accommodation available. Rossall Salary Scale.
Applications to the Headmaster (Tel: 039-17 3849) from whom full particulars are available. (17115) 184218

Other Assistants

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berks. RG16 9JJ
Independent Boarding School for 410 girls 11 - 18 years
Required for September 1986 a qualified PHYSICAL EDUCATION teacher.
Good Lacrosse essential and ability to teach Gymnastics, Trampoline, Tennis, Swimming and Squash.
The school has excellent Physical Education facilities including 5 Lacrosse pitches, 11 Hard Tennis Courts and a new complex of Indoor Swimming Pool and 3 Squash courts. There are 4 members of staff in the Department.
Salary: Burnham Scale 1. Resident or non-resident.
Applications and a full C.V. should be sent to the Headmistress with the names, addresses and telephone numbers of two referees. (16978) 184224

BIRMINGHAM
EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
31 Calthorpe Road, Birmingham B15 1RX
Required for September, 1986, a graduate teacher of Girls' Physical Education.
Candidates are sought with a particular interest in dance, netball, swimming, tennis.
Application indicating other subject(s) to be offered should be sent with curriculum vitae, referees and stamped addressed envelope, please, to the Headmaster and should arrive before Wednesday 19th March, 1986. (17711) 184224

BRISTOL
COLSTON'S GIRLS' SCHOOL
Bristol
Required for September 1986 a young, fully qualified assistant to share in the teaching of Gymnastics, Modern Educational Dance, Hockey, Netball, Tennis, Athletics and Swimming, with particular interest in Hockey and Tennis desirable. An ability to offer Cricket would be an advantage.
Applications to the Head Mistress, Colston's Girls' School, Cheltenham Road, Bristol BS6 5RD, together with C.V. and the names and addresses of two referees. (16955) 184224

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1986 teacher of Physical Education with an interest in tennis, athletics, dance, cross-country, squash and netball. Candidates are asked to state their other main winter game. Salary: Burnham Scale 1 but possible Scale II for candidate interested in the organisation of Duke of Edinburgh Award Scheme.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (17429) 184224

CROYDON
TRINITY SCHOOL
Croydon
(Independent, HMC., 740 boys)
Required in September 1986, well qualified young TEACHER for boys' PHYSICAL EDUCATION, with Chemistry and Biology. The successful candidate will need to be qualified to teach boys of GCE ability. Preference will be given to candidates able to make a major contribution to at least one of the following sports: hockey, rugby, tennis, cricket.
Salary on Whitgift Foundation Scale I or II (above Burnham). Financial assistance is available for removal expenses, and there is the possibility of accommodation.
Applications (no forms), with names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT. (17718) 184224

EAST SUSSEX
ST MARY'S HALL
Brighton
C. of E. Independent Public School For Girls
(Approx. 370)
Required for September, an additional fully qualified teacher with special interest in Lacrosse and Dance to share in the teaching of P.E. throughout the school. Experience not essential. Burnham scale with Government Superannuation.
Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St. Mary's Hall, Eastern Road, Brighton BN2 5JF. (13610) 184224

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
Catholic, H.M.C., Independent Day & Boarding School, Co-ed.
Required for September 1986 a teacher of girls' games. Main sports are Hockey, Tennis, Swimming and Netball.
Further information from the Headmaster, St. Edmund's College, Old Hall Green, Ware, Herts. SG11 1DS, with full curriculum vitae and names and addresses of two referees. (16597) 184224

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
Catholic, H.M.C., Independent Day & Boarding School, Co-ed.
Required for September 1986 a well qualified graduate to teach History throughout the College. Salary according to age, experience and qualifications on Burnham Scale. Single accommodation available.
Please apply to the Headmaster, St. Edmund's College, Old Hall Green, Ware, Herts. SG11 1DS, with full curriculum vitae and names and addresses of two referees. (16598) 182824

LYTHAM ST. ANNES
KING EDWARD VII SCHOOL
Lytham, Lancs. FY8 1DT
H.M.C., Day, 620 boys, Assisted Places
Required September: A young and enthusiastic teacher of P.E. and boys' Games. The post would suit a newly qualified graduate.
The main winter game is rugby, and ability in cricket and athletics is also sought. There is a wide range of additional games/activities.
Applications (no forms) should include reference to subsidiary subject and full c.v. and should reach Headmaster by 20th March. (16963) 184224

MIDDLESEX
BUCKINGHAM COLLEGE LOWER SCHOOL
The Ridgeway, Kenton, Middx. HA3 0LJ
100 Day-boys aged 5 - 12
Required for September 1986. A teacher to take Games and P.E. throughout with some Geography. An ideal first appointment with accommodation available.
Applications to the Headmaster with names and addresses of his referees. (16969) 184224

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
Required for Spetember 1986 a graduate to teach PHYSICAL EDUCATION. Wide variety of indoor and outdoor activities. Expanding extra-curricular programme. Swimming, gymnastics, rugby preferred. Some teaching in a second subject will be required.
Apply with full curriculum vitae and names and addresses of three referees to: The Headmaster, Ampleforth College, York YO6 4ER from whom further details may be obtained. (13911) 184224

SUFFOLK
CULFORD SCHOOL
Bury St. Edmunds, Suffolk
HMC Coed Day & Boarding 8 - 18

Required for September, 1986, teacher for boys P.E. and Games. We are particularly anxious to appoint someone with the skill and experience to make a major contribution to the coaching of Hockey. Some classroom work, preferably in the Humanities, will also be required.

Single accommodation, with free board in term time, is available in return for residential duties.

Apply, with names, addresses and telephone numbers of two referees, to the Headmaster, Culford School, Bury St. Edmunds, Suffolk IP28 6TX. (16782) 184224

SURREY
CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 550 girls
Required for September 1986, Qualified teacher for Physical Education. The school plays lacrosse but a particular interest in Movement would be a strong advantage. This is a lively department with good facilities including a new Gymnasium.
Salary Burnham Scale 1 plus Outer London Weighting.
Letters of application with curriculum vitae and names and addresses of two or three referees should reach the Headmistress, 79 Croham Road, South Croydon CR2 7YN, by March 19th 1986. (17508) 184224

WEST MIDLANDS
Qualified full-time teacher of Physical Education required, as from Summer Term, April 1986 or September 1986 - to take boys aged 7 years to 16+ years, including limited Junior English Literature and History.
Please apply in writing, including full C.V. to Wylde Green College, 245 Birmingham Road, Sutton Coldfield B72 1EA, addressed to The Principal. Tel: 021-354 1505. (16583) 184224

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

WILTSHIRE
GRITTLETON HOUSE INDEPENDENT CO-EDUCATION DAY SCHOOL
Requires September 1986 teacher of Boys Games and History to O Level.
Further details from The Headmaster, Grittleton House School, Grittleton, Nr. Chippenham, Wilts. Tel: 0249 782434. (12031) 184224

Religious Education

Heads of Department

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for September 1986 a Graduate to be Head of R.E. department and to organise the teaching of Religious Studies throughout the School to Advanced Level. This is a Girls' Independent Day School of 700 pupils aged 11 - 18. Salary Burnham Scale 3.
Apply by letter to the Headmistress at the school with curriculum vitae and names and addresses of two referees.
Closing date for applications Monday, 17th March. (17709) 184418

Other Assistants

BRISTOL
CLIFTON COLLEGE
SECOND CHAPLAIN

The position becomes vacant in September 1986 following the return of the present incumbent to the parish ministry after eight years in the post.

Applicants should be graduates but previous teaching experience is not essential. The appointment involves pastoral and teaching duties, with some specific responsibilities as Second Chaplain, including (probably) a pastoral oversight of the Preparatory School. Responsibilities in the Upper School can be decided in the light of preferences and experience.

Accommodation will be provided close to the College.

Apply (enclosing curriculum vitae and the names of two referees) to the Headmaster, Clifton College, Bristol BS8 3JH, from whom further details may be obtained. (16965) 184424

CHESHIRE
THE GRANGE SCHOOL
Hartford, Northwich
Independent Co-Educational Grammar School
Required for September 1986, a graduate to teach DIVINITY throughout the school. This post is particularly suitable for an enthusiastic newly qualified graduate, the opportunity existing to develop this new department to 'A' level and eventually assume Head of Department status. Ability to teach a second subject would be beneficial as would an interest in careers guidance or VIth Form General Studies. A willingness to assist with extra-curricular activities is desirable.
Burnham Scale salary commensurate with calibre of applicant.
Applications as soon as possible by letter enclosing curriculum vitae, telephone number, names and addresses of two referees and one S.A.E. to be sent to:- The Headmaster, The Grange School, Hartford, Northwich CW8 1LR. (17705) 184424

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1986 university Honours Graduate to teach Religious Studies to at least Ordinary Level and if possible to Advanced Level. This is a part-time post Scale I. The person appointed must have a scholarly approach and an interest in World Religions is essential as the School studies the World Religions/Gospel O-Level.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (17428) 184424

HERTFORDSHIRE
ST. FRANCIS' COLLEGE
Letchworth, Herts. SG6 3PJ
G.S.A., G.B.G.S.A., I.S.I.S. N.O.R. 440 (259 Senior School, 181 Prep. School)
An enthusiastic Catholic teacher is required in September 1986 to take responsibility for Religious Studies in this Independent Roman Catholic Boarding and Day School for Girls (age range 11 - 19).
This is a Scale II post which can be residential or non-residential.
For further details, write to the Headmaster as soon as possible. (16918) 184424

MIDLANDS
Diocese of Coventry
COVENTRY CATHEDRAL
WARDEN OF JOHN F. KENNEDY HOUSE
R.E. specialist required from 1 September 1986, to be Warden of this residential, educational centre. An exciting opportunity, for a committed Christian, to develop this ministry, in the context of an industrial, multi-faith city.
Accommodation will be provided. Salary will be on Coventry Cathedral scale.
Full details from: The Provost, Coventry Cathedral, 7 Priory Row, Coventry CV1 5ES.
Closing date for applications: 25 March, 1986. (17510) 184424

RICHMOND UPON-THAMES
ST. CATHERINE'S SENIOR SCHOOL
Cross Deep, Twickenham TW1 4QJ
(Tel: 01-891 2898)
300+ Girls, 11 - 18 years.
Mainly R.C.
Required for September, 1986, a full-time assistant teacher of Religious Studies. This scale 1 post involves teaching throughout the school and the Oxford Syllabus to O-Level.
Apply by letter to the Headmistress giving curriculum vitae and names and addresses of two referees. (16962) 184424

SOMERSET
MILLFIELD SCHOOL
Co-educational boarding school of 1200 pupils, including over 400 sixth formers
Required for September 1986:
Teacher of RELIGIOUS STUDIES up to 'A' level, with possibility of PHILOSOPHY. Experience with Fencing would be considered a bonus.
Apply to Headmaster, Millfield School, Street, Somerset BA16 0YD, giving curriculum vitae and the names of two referees. (17731) 184424

SURREY
THE ROYAL GRAMMAR SCHOOL
Guildford, Surrey
(HMC Independent - 730 day boys aged 11 to 18 - 200 in 6th Form)
Required in September, a Graduate in Theology to teach Religious Education at all levels. RE has a favourable place in the curriculum at this academically selective school. Ability and willingness to help with extra-curricular activities such as CCF, Scouts, rugby and cricket will be an advantage.
Salary: Burnham plus; Scale 2 available for appropriately qualified and experienced candidate.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be sent to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (16942) 184424

Science

Heads of Department

BRISTOL
BADMINTON SCHOOL
Bristol
G.S.A. 340 girls 7 - 18
HEAD OF PHYSICS

An enthusiastic young man or woman, is required in September to take charge of the subject under the general direction of the Head of Science, and to teach at all levels up to University entrance. Experience in computing and technology an advantage, and interest in boarding school life essential. Burnham Scale II.

Please apply to the Headmaster with CV and 2 referees. (16805) 184818

BRISTOL
CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
Require from September 1986:-
Head of Biology. Good, experienced Honours graduate to teach the subject right through the school to 'A' and University Entrance level. Burnham Scale 3.
Apply immediately to the Headmistress, enclosing curriculum vitae, and names and addresses of two referees. (17726) 184818

GUILDFORD HIGH SCHOOL
(Church Schools Company Ltd.)

HEAD OF PHYSICS

Required for September, well qualified experienced physicist to lead the Physics Department and to teach to Advanced and Oxbridge Level. The post gives scope for an enthusiastic, successful teacher to work within the thriving Science Department of this academic girls' independent school. There are seven well equipped modern laboratories. Burnham Scale 3.

Please apply by letter to the Headmistress, Guildford High School, London Road, Guildford, Surrey GU1 1SJ. A curriculum vitae and the names, addresses and telephone numbers of two referees should be enclosed.

(12499)

HOWELL'S SCHOOL, DENBIGH, CLWYD LL16 3EN

An Independent Boarding School for Girls with 350 pupils aged from 7 - 18.

PHYSICAL EDUCATION TEACHER

Required for September 1986, a college leaver or similar, to join a lively department of three. The successful applicant will be expected to organise outdoor pursuits and other activities at weekends. Experience in lacrosse, netball and hockey would also be an advantage. This is a Scale 1 post.

Apply in writing, giving full C.V. and names and addresses of two referees to the Headmaster at the above address.

(12457)

SHERBORNE SCHOOL

HEAD OF THEOLOGY

The post of Head of Theology will become vacant in Septembr 1986. Theology is a flourishing subject and taught throughout the school to O, A and Oxbridge Level and as a non-examinable subject in the Sixth Form.

Applications with curriculum vitae and names of two referees should be sent to the

**Headmaster's Secretary
Sherborne School
Dorset DT9 3AP**

GRESHAM'S SCHOOL
HOLT, NORFOLK

Head of Chemistry

Required for 1986 a CHEMISTRY graduate to teach throughout the school to university level to head a strong and well established department.
A willingness to help with games and to take an active part in the life of a co-educational boarding school is essential.

Alternatively

Applications will also be considered for a post for a younger dynamic CHEMISTRY GRADUATE to be number three in the department, whose contribution outside the classroom will be exceptional, perhaps in games, CCF, outdoor pursuits or music/drama.

Applications from women as well as from men will be welcomed. Board and lodging for an unmarried applicant and accommodation for a married person is available.

Salary above Burnham according to age and experience. Applications with full c.v. and names and addresses of two referees to the Headmaster as soon as possible.

(04356)

INDEPENDENT EDUCATION
continued

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1986 University Honours Graduate to be Head of the BIOLOGY Department. The subject is compulsory throughout the school to O-level. This is a strong Department and the person appointed would be expected to teach to Oxford and Cambridge Entrance Level, to be a good organiser and to be aware of the changes required by the new GCSE examination. The post will be Burnham Scale 4 for a suitably experienced and qualified candidate.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon Surrey CR0 1AX. (16709) 184818

ESSEX
FELSTED SCHOOL
An enthusiastic and experienced graduate is required to be Head of the BIOLOGY Department from September 1986. Experience of having taught the Nuffield Syllabuses will be an advantage, as will a willingness to contribute to extra curricular activities. Felsted salary scale. Accommodation available.
Further details maybe obtained from, and applications together with a full curriculum vitae and the names and addresses of 2 referees should be sent to: The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (99438) 184818

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
GSA - Independent - 775 girls
Required for September 1986 a well-qualified Head of Chemistry to lead a department of four in a school which has a strong reputation for science.
This is a Scale 4 post on the J.A.G.S. Scale (Burnham plus) with Inner London Allowance.
For further information, please apply to the Headmistress enclosing a c.v. and names, addresses and telephone numbers of two referees. (15923) 184818

NOTTINGHAMSHIRE
TRENT COLLEGE
Long Eaton, Nottingham
(HMC 585 pupils aged 11 to 18 of whom 320 are boarders. Co-educational Sixth Form of 200)
Required for September 1986, as the result of promotion, a Head of Electronics, who will need to teach Physics to A level and who should aim to liaise both with the Computing and the Technology Departments. Willingness to make significant contribution to extra curricular activities essential. Burnham plus.
Applications with names of two referees to The Headmaster. (12064) 184818

WEST YORKSHIRE
WAKEFIELD GIRLS' HIGH SCHOOL
Required in September 1986 Head of Biology department to lead a department of five (two full time, three part time) and teach throughout the school to university entrance standard. The school has a strong tradition of achievement in Science. This is a Scale 3 appointment.
Apply Head Mistress giving details of qualifications and experience and names of referees. (98247) 184818

Other Assistants

BERKSHIRE
DOLPHIN SCHOOL
Qualified graduate to teach Geography - See under Preparatory Schools. Geography, other Assistants.
(17715) 184824

BRECON
CHRIST COLLEGE
(HMC school for 300 boarding boys and VI girls)
Required for September 1986 a Graduate to teach Chemistry and Physics or Maths. The requirement is mainly for junior forms though teaching to A-Level (or even Oxford and STEP) could be available if desired.
Ability to help with games and other extra curricular activities essential; accommodation is available and the salary scale is above Burnham.
Applications with full C.V. and the names, addresses and telephone numbers of 2 referees to the Headmaster, Christ College, Brecon, Powys LD3 8AG. (16983) 184824

BUCKINGHAMSHIRE
ST. MARY'S SCHOOL
Gerrards Cross
G.S.A., G.B.G.S.A., I.S.I.S. Independent Day School for Girls
Required for September full time Graduate teacher to teach Physics and Statistics to A level and assist with Science teaching up to G.C.S.E.
Applications with curriculum vitae and names, addresses and telephone numbers of two referees should be sent to The Headmistress, St. Mary's School, Packhorse Road, Gerrards Cross, Bucks. SL9 8JQ., from whom further information may be obtained. (17327) 184824

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely
A graduate is required for September to teach Physics to Advanced level and Physics and Electronics to Ordinary level. The ability to teach Chemistry to Ordinary level a strong advantage.
The department is well equipped with good technical back-up. Nuffield Courses are followed throughout.
This position would suit a newly-qualified graduate wishing to gain varied teaching experience in a co-educational environment. Candidates with experience of teaching or of industry would also be considered.
Applications giving names and addresses of two referees to be addressed to the Headmaster from whom further particulars are available.
(13611) 184824

CAMBRIDGE
THE PERSE SCHOOL
Cambridge
(HMC., GBR.)
A graduate will be required in September, 1986 to teach Biology to 'O' and 'A' level with some junior science.
Applicants should write to the Headmaster, The Perse School, Hills Road, Cambridge giving full particulars of qualifications, experience, subsidiary subjects and referees. Candidates should also give particulars of what contributions they are able and willing to offer to games and out-of-school activities.
A residential post is available for a suitable candidate.
Salary: Perse School scale.
(13615) 184824

CORNWALL
TRURO SCHOOL
Cornwall
(HMC Independent Day and Boarding. 860 boys, 250 in Sixth Form including 85 girls)
Required for September 1986, a graduate to teach Biology throughout the School, together with some junior Physics or Chemistry. (Please state preferred subject in letter of application). Some A level teaching may be available for a suitable applicant. This post would be particularly suitable for a first or second teaching appointment.
Willingness to participate in, and help organise games and extra-curricular activities is a strong added recommendation.
Apply in writing to the Headmaster, with curriculum vitae, and names, addresses and telephone numbers of two referees, Truro School, Trennick Lane, Truro, Cornwall TR1 1TH. Acknowledgements will be sent to short-listed applicants only.
(98237) 184824

CROYDON
OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1986 University Honours Graduate to help with the teaching of Chemistry. The school has a strong Chemistry Department regularly sending girls to Oxford and Cambridge. The person appointed would be required to teach throughout the school to university entrance level. The post could be a Scale 3 for a suitable person but well qualified beginners are welcome to apply. Please state second teaching subject. This post could be part-time in certain circumstances.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (16710) 184824

DORSET
ST. ANTHONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls, R.C. Independent, Boarding/Day School (GBGSA/GSA), 11 - 18, 405 girls, 90 in the Sixth Form
Required for September 1986 a CHEMISTRY GRADUATE to teach throughout the school up to 'O' level. 'A' level work will be available for a suitably experienced and qualified candidate. Some Junior school Mathematics teaching is also required. Excellent facilities and opportunities. (Scale 1).
Applications in letter form with full C.V. and the names and addresses of two referees to the Headmistress (Mrs. P. Cartwright B.Sc., M.A.,) at the school. (17661) 184824

EAST SUSSEX
EASTBOURNE COLLEGE
A PHYSICS graduate is required for September 1986, or the start of the Summer Term 1986, to teach throughout the school. Nuffield Physics course studied at 'A' Level but not 'O' Level. Own laboratory, excellent facilities and support available. The College operates its own salary scale and accommodation may be available.
Write, with curriculum vitae and names of two referees, to the Headmaster, Eastbourne College, Eastbourne, E. Sussex BN21 4JX. (16702) 184824

ESSEX
THORPE HALL SCHOOL
Required for Easter or September, Biologist, ability to help with games and/or French would be useful. May suit applicant direct from College.
Burnham Scale I.
Apply by letter to the Headmaster, Thorpe Hall School, Thorpe Hall Avenue, Thorpe Bay, Essex.
(17350) 184824

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury
Independent Girls' boarding and day school, 11 - 18 years
Required for September 1986, a qualified junior SCIENCE teacher to teach separate Sciences in the first three years. Some experience preferable.
School accommodation could be available.
Applications with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (16940) 184824

HAMPSHIRE
CHURCHERS'S COLLEGE
Petersfield
HMC Day & Boarding 430 pupils, 11 - 18
Required for September 1986 a man or woman graduate to teach PHYSICS throughout the school in a strong department, Ability to teach Electronics at 'A' level would be an asset.
Salary will be according to experience based on Burnham plus Churchers's College allowance.
Details from the Headmaster, Churcher's College, Petersfield, Hampshire GU31 4AS. Applications should be accompanied by the names, addresses and telephone numbers of two referees.
(17317) 184824

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
Catholic, H.M.C., Independent Day & Boarding School, Co-ed.
Required for September 1986 a well qualified graduate to teach Chemistry throughout the College.
Salary according to age, experience and qualifications, on Burnham Scale. Single accommodation available.
Please apply to the Headmaster, St. Edmund's College, Old Hall Green, Ware, Herts. SG11 1DS, with full curriculum vitae and names and addresses of two referees.
(16600) 184824

HULL
HYMERS COLLEGE
Hull
Independent (HMC) School for 650 boys 11 - 18
Girls admitted to the 6th form
Required for April or September 1986, a TEACHER OF PHYSICS.
The appointment will be either temporary (for the summer term only) or permanent. The successful candidate will be required to teach throughout the school, including Advanced and Special Levels and Oxbridge preparation.
Letters of application (no forms) should be addressed without delay to the Headmaster, Hymers College, Hull HU3 1LW. Telephone enquiries may also be made on (0482) 43555.
(17215) 184824

KENT
DOVER COLLEGE
HMC 380 pupils 13 - 18
coeducational boarding & day
Required in September 1986 graduate to teach CHEMISTRY at all levels. Ability to help with games, especially hockey, an advantage. Possibility of accommodation. Suit first or second post.
Apply with curriculum vitae and names of two referees to Headmaster, Dover College, Dover, Kent CT17 9RH from whom further particulars are available. (17436) 184824

LANCASTER
BENTHAM GRAMMAR SCHOOL
Bentham, Nr. Lancaster LA2 7DB
S.H.M.I.S.
Independent, co-educational boarding and day school 330 pupils, aged 6 - 18, 55 in Sixth Form
A graduate Biologist is required to teach the subject throughout the school from September 1986. There are modern well equipped laboratory facilities and the post would suit a new entrant to the profession. Assistance welcome with games and other activities and, although the post is non-resident, the successful applicant will be expected to accept a share of boarding duties.
Applications, with the names and addresses of two referees, should be addressed to the Headteacher.
(99438) 184824

LINCOLNSHIRE
STAMFORD HIGH SCHOOL
Lincolnshire
G.S.A. Independent Day and Boarding, 958 Girls 4 - 18
CHEMISTRY
Required for September 1986, a well-qualified graduate to teach Chemistry throughout the school and take responsibility for developing a Combined Science course at GCSE level. This could be a grade 2 or 3 post depending on the experience of the candidate.
Please forward your application together with curriculum vitae and names and addresses of two referees to: Miss G.K. Bland, B.A., Headmistress, Stamford High School, St. Martin's, Stamford, Lincolnshire PE9 2LJ. (16353) 184824

LIVERPOOL
ST EDWARD'S COLLEGE
Sandfield Park, Liverpool L12 1LF
Tel: 051-228 3376
(650 boys 11 - 18; Girls in Sixth Form)
R.C. H.M.C.
Required for September 1986, a qualified teacher of Physics to teach throughout the school, including O & A Levels and Scholarship work. A willingness to help with the coaching of Rugby would be an advantage. Scale 2 post.
Apply in writing to Headmaster, enclosing C.V. giving names of two referees.
(17833) 184824

HERTFORDSHIRE
THE RICKMANSWORTH MASONIC SCHOOL
(G.S.A.)
(518 girls, 110 in Sixth Form)
Required for September, 1986.
Scale 1 Post with London Outer Fringe Allowance.
SCIENCE TEACHER,
The person appointed will share in the teaching of general science subjects in the lower school and two Science subjects to G.C.S.E. standard.
Well equipped, pleasant teaching laboratories and good technical assistance. A lively contribution to the teaching team is sought.
For further details and application forms, please apply to the Headmaster, The Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts. WD3 4HF.
(17211) 184824

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for September 1986 a Graduate to teach PHYSICS. Salary Burnham on a scale appropriate to experience, plus London Allowance. Single accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (17720) 184824

LONDON W6
ST PAUL'S GIRLS' SCHOOL
Brook Green, London W6 7BS
Requires a fully qualified and enthusiastic graduate to teach BIOLOGY - throughout the School from September 1986. A modern approach is essential; experience preferred.
Applications in writing (marked 'For the attention of the School Secretary') should be addressed to The High Mistress, giving full Curriculum Vitae and the names and addresses of two referees. (17625) 184824

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
(Independent School participating in the Assisted Places Scheme, 530 girls, 130 in VIth form)
Required for September, 1986 a well-qualified graduate to teach Chemistry throughout the school up to Oxbridge standard. At present Oxford Board examinations are taken at 'O' and 'A' level. Applicants should have a lively approach to the subject and should be prepared to be involved in extra-curricular activities.
Salary - above Burnham. There is the possibility of a Scale II post for a suitably qualified and experienced teacher.
Letters of application, enclosing curriculum vitae and the names, addresses and telephone numbers of two Referees should be sent to the Head Mistress, Loughborough High School, Burton Walks, Loughborough LE11 2DU as soon as possible.
(16244) 184824

MANCHESTER
MANCHESTER HIGH SCHOOL FOR GIRLS
Grangethorpe Road, Manchester M14 6HS
(Independent, G.S.A.)
Required from September 1986, well-qualified graduate to share in the teaching of Biology up to G.C.E. Advanced Level and University Entrance, and in the teaching of combined science in junior forms. Strong interest in field studies desirable.
Salary scale 1 or 2 according to qualifications and experience.
Please apply by letter to the Head Mistress, enclosing curriculum vitae and names and addresses of two referees.
(17501) 184824

MERSEYSIDE
ST. ANSELM'S COLLEGE
Manor Hill, Birkenhead, Merseyside L43 1UQ
Required for September a graduate to teach Geography to O/GCSE Level and Science in the junior classes.
Applications with the names and addresses of two referees to the Headmaster at the above address. (17410) 184824

NORTHAMPTONSHIRE
OUNDLE SCHOOL
Northamptonshire
BIOLOGIST
Required for September 1986, a teacher of Biology to join a lively and successful Department and teach the subject throughout the School. A willingness to help in the wider aspects of a boarding school will be required.
Accommodation for a single or married person is available.
Further information from and applications to, including the names of two referees, to the Headmaster, Oundle School, Oundle, Peterborough PE8 4EN. (16663) 184824

PHYSICS TEACHERS - for an exciting career opportunity in training with a major oil service company see GEARHART ad under Miscellaneous. (17618) 184824

SURREY
ST. MICHAEL'S
Limpsfield, Oxted, Surrey RH8 0QR
BIOLOGY
Full-time graduate teacher required for September to be responsible for the organisation and teaching of Biology to 'O' and 'A' level in this independent girls' school. Scale 1 Burnham rates plus London Allowance.
Please apply in writing to the Headmaster.
(16974) 184824

SURREY
EWELL CASTLE SCHOOL
Church Street, Ewell
(420 boys: Girls in the Sixth Form) Day School
Required for September 1986 a teacher of Physics and/or Chemistry (both 'O' and 'A' level teaching available). The ability to teach a small amount of Lower School Mathematics, and a willingness to contribute to the extra curricular life of the School would be an advantageous.
Burnham Scale 1 or 2 plus Outer London Allowance.
Applications by letter with full C.V. plus names, addresses and telephone numbers of two referees to the Headmaster. (13620) 184824

SURREY
KINGSTON GRAMMAR SCHOOL
HMC - 560 boys and girls
Required for September 1986 a Graduate to teach PHYSICS throughout the School to Advanced Level.
An interest in Technology and/or Electronics would be an added recommendation.
Burnham scale 1, 2 or 3, according to experience, plus Outer London allowance.
Please apply with curriculum vitae and the names and addresses of two referees to: The Headmaster, Kingston Grammar School, 70 London Road, Kingston upon Thames, Surrey KT2 6PY from whom further details may be obtained.
(17372) 184824

SUSSEX
BRIGHTON COLLEGE
September, 1986
A graduate to teach Physics throughout the School to University A level and Oxbridge entry.
Salary above Burnham.
A residential post could be available.
Apply in writing to: The Headmaster, Brighton College, Eastern Road, Brighton BN2 2AL, with c.v. and names of two referees. (98238) 184824

TYNE & WEAR
THE KING'S SCHOOL
Tynemouth
(Woodard Day School for 870 Boys and VIth Form Girls)
Applications are invited for a GRADUATE PHYSICS TEACHER, Burnham Scale I, or Scale 2 for an experienced applicant, to join a strong department in September 1986. The post would suit a new entrant to the profession willing to contribute to other aspects of school life.
Further particulars from the Headmaster - please enclose S.A.E. Applications by letter including curriculum vitae and names and addresses of 2 referees to the Headmaster, The King's School, Tynemouth, North Shields, Tyne and Wear NE3 4RF. (99580) 184824

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Malvern, Worcestershire WR14 3BA
Independent Boarding School for 520 girls with 160 in the Sixth Form
PHYSICS GRADUATE
Required in September 1986 to teach Physics throughout the school and physical science to years 1, 2 and 3.
There is a large Science Department with well equipped laboratories and technical assistance. Burnham Scale. Non resident.
Applications with the names and addresses of two referees to the Headmistress.
(17907) 184824

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Malvern, Worcestershire WR14 3BA
Independent boarding school for 520 girls with 160 in the Sixth Form
CHEMISTRY graduate required for September 1986 to teach Chemistry throughout the school and physics to Ordinary level.
There is a large Science Department with well equipped laboratories and technical assistance. Burnham Scale. Non resident.
Applications with the names and address of two referees to the Headmistress.
(17905) 184824

DARTINGTON HALL SCHOOL
TOTNES, DEVON. TQ9 6EB
Tel: 0803 862567
(Co-educational, Day/Boarding, 10-18)
PHYSICS TEACHER
required in September 1986 to teach O and A levels (Nuffield at present) and some integrated science. A Chemistry and a Biology teacher complete the Department.
Strengths in computing, electronics (especially for the Performing Arts), and/or CDT welcome. Experience preferred but not necessarily decisive. Probably Scale II. Full boarding school involvement essential (residential option for single person encouraged; low fees for those whose children join the school).
This post provides an unusual opportunity to share in the rebuilding of a famous school; it will suit those who refuse to separate life and education.
Applications by letter — no forms — with c.v. and two referees to the Headmaster, from whom full details are available.
(18642)

SURREY
St. John's School, Leatherhead
Independent HMC 450 Boarding & Day Boys
CHEMISTRY
Applications are invited from young graduates to teach Chemistry to 'O', 'A' and Oxbridge Entrance from September 1986.
Ability to help with games or other extra curricular activities would be an advantage, as would ability to teach some computing.
Accommodation may be available. St. John's has its own salary scale.
Apply with full c.v. and names and addresses of two referees to: The Headmaster, St. John's School, Epsom Road, Leatherhead, Surrey KT22 8SP.

Speech and Drama

Other Assistants

HERTFORDSHIRE
QUEENSWOOD
Shepherd's Way, Brookmans Park, Hatfield AL9 6NS
(G.S.A., S.H.A. 380 girl boarders 11 - 18
Required for April or September, 1986 a fully-qualified teacher of DANCE/DRAMA to join a lively, enthusiastic team.
Dance/Drama is taught throughout Years 1 - 3. 'O' Level Drama is an option for Years 4 and 5. 'A' Level Theatre Studies is taught at Sixth Form Level. The ability to teach all aspects of Dance and a willingness to undertake extra-curricular activities is essential.
The post is resident or non-resident.
SALARY: Burnham Scale plus London Fringe Allowance and D.E.S. Superannuation.
Letters of application enclosing full C.V., names, addresses and telephone numbers of two referees should be sent to: Mrs. A.M.B. Butler, M.A., Headmistress.
Closing date for applications: 7th March.
(16241) 185224

KENT
BENENDEN SCHOOL
Cranbrook, Kent
(Independent; 390 girls 11 - 18)
September 1986.
Applications are invited from fully qualified teachers of SPEECH & DRAMA, to teach group and individual lessons, prepare pupils for examinations, direct productions and take part in drama activities. This is a scale 1 post ideally suitable for a young teacher who would enjoy working in a busy, enthusiastic department. Non-resident, but school accommodation may be available.
Apply in writing enclosing a curriculum vitae and names, addresses and telephone numbers of two referees to the Headmistress.
(13694) 185224

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury
Independent Girls' boarding and day school, 11 - 18 years
Due to retirement, a well qualified and experienced teacher is required for September 1986 to be responsible for SPEECH AND DRAMA. A strong tradition exists in Drama and there is part-time assistance.
School accommodation could be available.
Applications with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (16939) 185224

Other than by Subject Classification

Heads of Department

LONDON W8
LANSDOWNE TUTORS
7-9 Palace Gate, London W8 5LS
Applications are invited for the following post for September 1986.
HEAD OF ARTS AND MODERN LANGUAGES
The successful appointee will be responsible for running a department of approx. 150 students on 'O' and 'A' level courses. Applicants must be graduates with considerable experience of 'A' level exam-based teaching, who will also possess suitable administration skills. Preferred teaching subjects: English, History or Modern Languages.
Salary will be determined by qualifications and experience, and will fall within the range of £ 10,000 to £11,500 p.a.
Applications, with full C.V. and names of two referees, should be addressed to the Principal.
(16694) 185618

SWITERLAND
AIGLON COLLEGE
In the Swiss Alps requires Bursar - see Overseas Section.
(16961) 185618

SURREY
REED'S SCHOOL
Cobham, Surrey
CHAPLAIN/HEAD OF DEPARTMENT
H.M.C. 345 boys, mostly boarding
Applications are invited for the post of Chaplain and Head of Religious Studies which will become vacant from September, 1986 when the present Chaplain will be taking a parish. The Chaplain has overall responsibility for the religious life of this Church of England Foundation. Candidates should be priests in the Anglican Communion and should also be honours graduates.
The salary is Burnham plus Area Weighting Allowance and Reed's special allowance.
Accommodation in the School is available.
Enquiries for further details should be made to the Headmaster, Reed's School, Cobham, Surrey (Tel: Cobham (0932) 63076). (17206) 185618

WIRRAL
UPTON HALL CONVENT GRAMMAR SCHOOL
Upton, Wirral L49 6LJ
(Girls 11 - 18 yrs. 560 pupils)
Required for September 1986.
1. Head of Physics - Scale 3. A well qualified and experienced Graduate in 'O' and 'A' level work.
2. Teacher of Chemistry. A well qualified Graduate, preferably with some teaching experience of examination classes.
3. Teacher of French. A well qualified Graduate to teach at all levels up to University entrance. Experience in teaching 16+ syllabus would be desirable.
Apply in writing to Headmistress enclosing copy of curriculum vitae, names and addresses of two referees and a S.A.E.
Interviews will be held between 15th and 30th April.
(16915) 185618

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Other Assistants

BUCKINGHAMSHIRE
THE VALE SCHOOL FOR BOYS
2 Manor Road, Aylesbury, Bucks. HP20 1JD
(90 boys - 10 - 16 years)
Opportunity for two young qualified teachers from September 1986 in Independent Day School; able to coach Rugby and Cricket and have History or English or Junior Maths. Accommodation available.
Applications together with C.V. and names and addresses of two referees to the Headmaster. (16997) 185624

LONDON W8
LANSDOWNE TUTORS
7-9 Palace Gate, London W8 5LS
Applications are invited for full-time teaching posts in the following subjects for September 1986.
Physics, Biology, Mathematics, English, Politics/Sociology, French and German/Spanish, Accounts and Business Studies.
Applicants must be suitably qualified graduates with a minimum of 2 years' relevant teaching experience of GCE 'A' and 'O' level. Salary range: £8,500 - £10,000, according to qualifications/experience.
Letters of application together with full C.V. and names of two referees should be sent to the Director of Studies. (16696) 185624

LONDON
Full time qualified staff required for infant, junior and secondary departments.
Barbara Speake Stage School, East Acton Lane, W4 7EG. Tel: 743 9805.
(98252) 185624

ROME, ITALY
Required for September, 1986 well qualified teachers for the following posts: Biology, Primary. See overseas appointments for details.
(17612) 185624

Preparatory Schools

Headships

AVON COUNTY
MONKTON COMBE JUNIOR SCHOOL
Combe Down, Bath BA2 7ET
HEAD OF THE PRE-PREPARATORY DEPARTMENT
Required for September, 1986 a well qualified, experienced teacher to take charge of an expanding Pre-Preparatory Department of 50 boys and girls aged 3½ to 7, and to teach a class of 6 to 7 year olds. Although self-contained in its own building the Pre-Prep is an integral part of this I.A.P.S. boarding and day school of 230 pupils, mainly boys. Candidates should be enthusiastic, ready to be involved in every aspect of the life of the school and capable of leading an experienced staff. Applicants should be in sympathy with the Christian tradition of the School.
Own salary scale. Accommodation available.
Written application with full C.V. and the names, addresses and telephone numbers of 2 referees to the Headmaster. (Tel: 0225 837912). (17387) 200010

BERKSHIRE
S. GABRIEL'S SCHOOL
Newbury
Independent Day School for Girls G.S.A., G.B.G.S.A. 380 girls 3½ - 16
Required for September 1986, a well qualified and experienced teacher to take charge of the Lower School, Falkland S. Gabriel's.
The Lower School is on the same site as the Upper School and is housed in a separate building with excellent purpose-built facilities. The grounds are extensive.
The Head of S. Gabriel's will delegate considerable authority to the Head of Lower School.
Details of the post may be obtained from: The Secretary to the Governing Body, S. Gabriel's School, Sandleford Priory, Newbury RG15 9BB.
(16996) 200010

DEVON
BUCKLAND HOUSE, SHEBBEAR COLLEGE
North Devon
Required for September, 1986, Head of Buckland House, the Preparatory Department of Shebbear College. Buckland House is seperately organized but shares the College facilities. This is a resident post so a commitment to boarding education is essential.
Applications should be made in writing to the Headmaster, Shebbear College, Shebbear, Devon EX21 5HJ, enclosing copy of c.v. and the names and addresses of two referees. Further details may be obtained on receipt of s.a.e. (16851) 200010

LANCASHIRE
QUEEN MARY SCHOOL
Lytham, Lancashire FY8 1DS
HEAD OF JUNIOR DEPARTMENT
Required for September 1986 a suitably qualified and experienced person to act as Head of the Junior Department and to teach the 9+ class.
Queen Mary School is a independent day school for 700 girls aged 7 - 18 years: the Junior Department, which share the facilities of the Senior School is a lively and flourishing one with 90 girls aged 7 - 11 years. The successful candidate will be responsible for the organisation, academic progress and pastoral care within the department. Salary is Burnham Scale 3.
Apply with curriculum vitae and names and addresses of two referees, to the Head Mistress, by Monday, 17th March, from whom further information may be obtained.
(17403) 200010

LEICESTERSHIRE
LOUGHBOROUGH ENDOWED SCHOOLS
Lower School (Fairfield)
For January, 1987.
Applications are invited for the Headship of this independent co-educational School of 420 pupils aged 4 - 11 which is the Lower Scool to Loughborough Grammar School (boys) and Loughborough High School (girls), both of which are independent.
The School is housed in separate buildings in pleasant grounds with its own playing fields, gymnasium and library. The academic standard is high and there is every facility for an interesting and broad curriculum.
Salary in excess of Burnham.
Further details obtainable from the Clerk to the Governors, 5 Burton Walks, Loughborough, Leics. LE11 2DU.
Closing date for applications - 4th April, 1986.
(98242) 200010

GREENHILL HOUSE
Sherborne School Study Centre
Required for September, 1986
RESIDENTIAL TEACHER OF ENGLISH
RESIDENTIAL TEACHER OF MATHEMATICS
Greenhill House is a specialist unit which prepares overseas boys for admission to independent schools through Common Entrance or G.C.E. 'O' Level. Classes are small (average six boys). Candidates must be fully qualified, though not necessarily experienced, and should be enthusiastic about teaching English/Mathematics to boys with little or no knolwedge of English at the outset, and must also be prepared to participate fully in the extra-curricular and supervisory side of boarding-school life.
Applications with c.v. and names of two referees to The Warden, Sherborne School Study Centre, Greenhill House, 6 The Green, Sherborne DT9 3HX.

PORTSMOUTH GRAMMAR SCHOOL
H.M.C. INDEPENDENT DAY SCHOOL
CO-EDUCATIONAL SIXTH FORM
seeks for September
Well qualified teacher of
C.D.T.
for expanding department with particular interest in technology to G.C.S.E. The successful candidate must have knowledge of electronics and an interest in project work and would be responsible for a new workshop equipped for this subject. A willingness and ability to help with games or outdoor activities would be an advantage.
Well qualified graduate to teach
ECONOMICS
and share in the teaching of POLITICS AND GOVERNMENT in the Sixth Form to 'A' level and Oxbridge entry. This is a new post created by departmental expansion. A real interest in assisting with games would be a strong recommendation.
All the above positions carry Burnham scale plus P.G.S. Allowances. Apply by letter, with full c.v. and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (18771)

ST BEDE'S COLLEGE
Alexandra Park
Manchester M16 8HX
061-226-3323
A Catholic Grammar School of 870 pupils including 100 in the Preparatory Department. The Sixth Form is co-educational and from September girls will also be admitted at age 11.
HEAD OF PREPARATORY DEPARTMENT
The Governors invite applications from suitably qualified and experienced persons, who must also be practising Catholics, to lead this thriving and expanding department within the College. The post will become vacant from September 1986 upon the retirement of the present holder. Salary to be negotiated.
Letters of application including a C.V. and the names of three referees, one of whom must be a Parish Priest, should be addressed to the Headmaster at the College.
Closing date for applications: Friday 21st March.
(15761)

THE KING FAHAD ACADEMY
Acton, London
WELL-QUALIFIED TEACHERS
required for September '86:
1. GIRLS' UPPER SCHOOL TO 'O' and 'I.B.' levels in: (a) Science/Computer Studies, (b) Home Economics/Art.
2. BOYS' UPPER SCHOOL to 'O' and 'I.B.' levels in: (a) Mathematics, (b) P.E., (c) English. All posts with one or more to 'O' level of History, Geography, Chemistry, Biology and Music if possible.
3. GIRLS' UPPER & LOWER SCHOOLS: Remedial Mathematics/Music.
4. Teachers for ESL at all levels.
The Academy opened in 1985 and is growing rapidly.
For further details, send s.a.e. to The Bursar, The King Fahad Academy, Bromyard Avenue, Acton, London W3 7HD specifying the post of interest. (04336)

SION SCHOOL
An Independent Co-Educational Day School
Due to expansion and curriculum development, the following vacancies will arise for qualified teachers in September 1986 (Scale I posts).
Graduates offering any combination of two or more of the following subjects:—
Music, Art, Drama, Geography, History, French Latin, German, Girls' and Boys' Games and Library. A *specialist* Mathematician to teach up to Oxbridge level.
Official application forms can be obtained by writing to or telephoning the Headmaster's Secretary at Sion School, Gratwicke Road, Worthing, West Sussex BN11 4BL. Telephone Worthing 204063.

THE KINGSLEY SCHOOL,
LEAMINGTON SPA,
WARWICKSHIRE CV32 5RD
Tel: 0926 25127
Girls' independent day/boarding school – 418 pupils, aged 4-18.
HEAD OF JUNIOR DEPARTMENT
Required for September, 1986, well-qualified and experienced teacher as Head of the Junior Department of this school.
There are approximately 90 girls, aged 4-11, in the Junior School.
Salary: Burnham Scale.
Applications, including the names, addresses and telephone numbers of 2 professional referees, should be sent to the headmistress.

PREPARATORY SCHOOLS
continued

Deputy Headships Second Masters/ Mistresses

ESSEX
(re-advertisement)
ST. MICHAEL'S C OF E SCHOOL (IAPS)
198 Hadleigh Road, Leigh-on-Sea SS9 2LP.
Co-educational, 241 pupils, 4 - 11 years. Group 4.
Required for September 1986 a graduate teacher experienced in modern primary methods to be Deputy Head, working with the Headmistress and staff in curriculum development and to teach a junior class. Preferred subjects French and/or Physical Science. Anglican preferred.
Further particulars and application forms (s.a.e.) from the Headmistress. Closing date for applications 17th March, 1986. Previous applicants will be considered.
(98251) 200012

By Subject Classification

Art and Design

Other Assistants

OXFORDSHIRE
MOULSFORD PREPARATORY SCHOOL
Required for September, 1986 a person to be responsible for the teaching of Art. The ability to teach games is essential. Please state any other classroom subjects offered.
Applications in writing, giving a full C.V. and stating the name, address and telephone number of 2 referees should be sent to the Headmaster, Moulsford Preparatory School, Moulsford-on-Thames, Oxfordshire OX10 9HR. (16776) 201224

SHROPSHIRE
THE OLD HALL SCHOOL
Wellington, Telford TF1 3DN
Qualified and experienced teacher required in this IAPS co-educational school for September, 1986 to initiate and encourage out of school activities for the girls and to coach their games.
A half time-table of ART teaching throughout the school is envisaged with a contribution in another school subject.
Non-resident. Burnham Scale 1. DES Superannuation.
Please apply in own handwriting with c.v. and two referees to The Headmaster.
(17532) 201224

WORCESTERSHIRE
THE ELMS
Colwall, Worcs. WR13 6EF
I.A.P.S.
Required from September, recently qualified class teacher for 7/8 year olds with Art throughout the school. Resident and keen to participate fully in the demanding life of a country co-ed school.
Apply with details and references to the Headmaster.
(17222) 201224

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request

English

Heads of Department

OXFORDSHIRE
SUMMER FIELDS
Oxford OX2 7EN
Tel: (0865) 54433
Requires a Head of English to take charge of this vital department. We are looking for a dynamic personality who will combine energy and inspiration with highest efficiency and organisation. Single accommodation, and full board in term time, available. Full involvement in all aspects of boarding school life will be expected; games ability will be an added bonus.
Salary above Burnham.
Applications in writing, with full c.v. and names of 2 referees, to The Headmaster, Summer Fields, Oxford OX2 7EN. (17353) 202418

STAFFORDSHIRE
SMALLWOOD MANOR (DENSTONE COLLEGE PREP. SCHOOL)
Uttoxeter
IAPS Boarding and Day, Coeducational (3½ - 13+)
A WOODARD SCHOOL
Required for September 1986 a well qualified Head of English. Ability to coach games would be an advantage. Full commitment and involvement in the out of school activities are required, together with a share of boarding duties.
Accommodation available.
Salary negotiable.
Letters of application, together with a full curriculum vitae, the names and addresses of two referees and telephone numbers of referees should be sent to The Headmaster, Smallwood Manor, Uttoxeter, Staffordshire ST14 8NS. (Tel: Uttoxeter 2083).
(98176) 202418

SUSSEX
THE PREBENDAL SCHOOL
Chichester
(I.A.P.S., Co-educational, day and boarding, 170 pupils)
Required for September 1986 a Head of English to be in charge of the English department and teach English throughout the school to C.E.E. and P.S.S. level. In addition, the Head of English is usually responsible for producing the school play.
The successful applicant will be expected to help with boys or girls games and to take a full part in the extra-curricular activities of this flourishing Cathedral Choir School.
Salary Burnham Scale with D.E.S. Superannuation. Accommodation can be provided for an unmarried person.
Application with Curriculum Vitae and names and addresses of two referees should be sent to the Head Master. (15899) 202418

Other Assistants

KENT
KING'S SCHOOL
Rochester
Junior School (I.A.P.S.: 200 boys 8 - 13)
Required for September 1986 an Assistant principally to teach English, to run the Bookshop and edit the magazine. The ability to take games and play an active role in the general life of the school will be important. Resident accommodation tied to fairly light boarding duties may be available. Salary Burnham Scale.
Applications with curriculum vitae and the names, addresses and telephone numbers of at least two referees to The Master of the Junior School, King's School, St. Margaret's House, St. Margaret's Street, Rochester, Kent ME1 1TT.
(17807) 202424

MILTON KEYNES
Preparatory School requires for April qualified English teacher, with some subsidiary subjects and ability to coach Rugby.
Accommodation available.
Apply Headmaster, Wicken Park, Milton Keynes MK19 6DA, with names of two referees. (16646) 202424

LONDON
WESTMINSTER CATHEDRAL CHOIR SCHOOL
(IAPS, CSA, 60 Day Boys, 30 Choristers)
Form Teacher required in September for reception class of 8 year-olds, to teach English-based subjects and mathematics; also to take some English with 9 year-olds.
Vital post demanding experience and skill.
Please write for details BEFORE sending full application to: The Headmaster, Westminster Cathedral Choir School, Ambrosden Avenue, London SW1P 1QH.
(16362) 202424

Geography

Heads of Department

HERTFORDSHIRE
BISHOP'S STORTFORD COLLEGE JUNIOR SCHOOL
(I.A.P.S. 240 boys, Boarding and Day)
Required in September, 1986, a graduate teacher to be HEAD OF GEOGRAPHY, teaching the 10 - 13 age range, and offering a few periods of a second subject, possibly, but not necessarily, P.E. A willingness to enter fully into extra-curricular activities is essential, with an interest in drama, art, hockey or outdoor pursuits especially welcome; the right person could also be Head of Drama.
The new Junior School has first-rate facilities and contains a large multi-purpose Hall and stage, with excellent facilities.
Married and single accommodation is available and the post could be residential in the boarding house.
Bishop's Stortford College salary scale (Burnham 2 - 3).
Applications in writing with full curriculum vitae and the names, addresses and telephone numbers of two referees, to The Master, The Junior School, Bishop's Stortford College, Maze Green Road, Bishop's Stortford, Herts. (16995) 202618

Other Assistants

NERKSHIRE
DOLPHIN SCHOOL
Hurst, Reading RG10 0BP
Co-educational Day School
Qualified graduate to teach GEOGRAPHY required from Sept 1986 with some teaching of Nuffield PHYSICS, general science or ENGLISH. Permanent, full-time. Responsibility for geography throughout the school (7 - 13). Ability to assist with boys' games and/or chess an advantage.
Dolphin School is one of six independent schools selected by the National Association for Gifted Children as especially suited for educating gifted children. The successful applicant must be imaginative, flexible, enthusiastic, energetic and able to work as part of a team on Friday's integrated studies programme, play a full role in school life, and participate on field trips.
Scope for initiative and curriculum development; small classes. Burnham, pension.
Applications to Head with full c.v. and names of 2 referees.
Readvertisement.
(17712) 202624

History

Heads of Department

DERBYSHIRE
REPTON PREPARATORY SCHOOL
Foremarke Hall, Milton
Derbyshire DE6 6EJ
IAPS 270 boys and girls boarding and day
Required for September, a fully qualified teacher as Head of History to PSS and CE level. A willingness to be involved in the recreational side of the school is essential.
Salary above Burnham.
Further details available from the Headmaster. (SAE please). (16550) 202818

Mathematics

Heads of Department

HERTFORDSHIRE
LOCKERS PARK SCHOOL
I.A.P.S.
Head of Mathematics Department required for September 1986. An interest in computers would be an added recommendation, as well as a willingness to become involved in other school activities. Single accommodation available.
Salary own Scale (Burnham plus). DES. superannuation scheme.
Apply with CV and names and addresses of two referees to Headmaster, Lockers Park School, Hemel Hempstead, Herts. HP1 1TL.
(17221) 203418

Other Assistants

SUSSEX
Wanted for September 1986.
A qualified teacher of MATHEMATICS in the age range 9 - 12, preferably able to offer one subsidiary subject, willingness and ability to coach a major game would be an advantage.
The Junior School is an IAPS Prep School on the same campus as the main School and is due to become co-educational in September, 1986.
Please apply for details to the Master of the Junior School, Ardingly College, Haywards Heath, West Sussex RH17 6SQ. Tel: (0444) 892279. (16229) 203424

YORKSHIRE
GILLING CASTLE
Ampleforth
Preparatory School
IAPS 113 boys
Required for September, 1986 an Assistant Mathematics Teacher to to teach mathematics and general subjects. An interest in Computer Studies and an ability at games a great advantage.
Apply with curriculum vitae and names of two referees to the Headmaster, Gilling Castel, Gilling East, York YO6 4HP - Tel: 04393 238.
(17312) 203424

Modern Languages

Heads of Department

HAMPSHIRE
ST. NEOT'S
Eversley, Basingstoke RG27 0PN
I.A.P.S. 100 boys Boarding/Day
French teacher, qualified, to C.E.E. and P.S.S. level, for September 1986. Ability to coach games and assist with out of school activities essential. Burnham Scale 1.
Apply with C.V. and names of 1/2 referees to the Headmaster. (17398) 203618

SHROPSHIRE
KINGSLAND GRANGE SCHOOL
Shrewsbury SY3 9AH
(Tel: 0743 62132
I.A.P.S. Weekly Boarding and Day for Boys
Required for September a qualified teacher of French to take charge of the subject and to teach to C.E.E. and P.S.S. level.
Normal Prep. School duties and games supervision. Flat available nearby if required.
Salary Burnham or above for the right candidate.
Apply with full c.v. and two referees to the Headmaster.
(17109) 203618

Other Assistants

LONDON
French Teacher wanted for 20 hrs per week at girls preparatory school.
Please apply with CV and names of 2 referees to: The Headmistress, Pembridge Hall School, 18 Pembridge Square, London W2 4EH.
(16560) 203624

BRISTOL
CLIFTON COLLEGE PREPARATORY SCHOOL
FRENCH
Requires in September, 1986 a young qualified teacher of French to join a well-equipped department of seven. Opportunities to develop own interests in games, activities, etc., in this school of 500 boys aged 7 - 13. Single residence available. Salary well above Burnham.
Applications to The Headmaster, Clifton College Preparatory School, 12 The Avenue, Clifton, Bristol BS8 3HE, from whom further details may be obtained. (16967) 203624

NOTTINGHAMSHIRE
RANDY HOUSE SCHOOL
Retford, Notts. DN22 8HX
Tel: (0777) 703138
I.A.P.S., Co-educational, Boarding and Day, 180 children aged 7 - 13
Required in September, 1986, a qualified teacher of French to Common Entrance level. The ability to coach games (especially hockey and cricket) an advantage, and willingness to enter fully into the life of the school essential.
Accommodation available for single person.
Salary Ranby House Scale (above Burnham Scale 1), D.E.S. Superannuation and free B.U.P.A. cover.
Full details available from the Headmaster, to whom applications in writing, with full C.V. and the names, addresses and telephone numbers of two referees should be sent.
(17248) 203624

SHROPSHIRE
PRESTFELDE
Shrewsbury
IAPS/Woodward Preparatory School for Boys
(100 Boarders, 100 day boys, 50 Pre-prep)
Required in September 1986 a qualified French specialist to teach up to PSS and CEE level. A willingness to be fully involved in extra-curricular activities is important, and an ability to offer games would be an advantage. This post might be particulary suitable for a young graduate; single or married accommodation is available.
Salary - Burnham plus.
Please send for further details and application form from the Headmaster, Prestfelde, London Road, Shrewbury SY2 6NZ. (17702) 203624

SURREY
ABERDOUR SCHOOL
I.A.P.S. 230 Day Boys 5 - 13 Years
Required for September 1986 fully qualified teacher to head Modern Languages Department in this expanding boys preparatory school.
Aberdour has a fine tradition of academic success with 107 scholarships having been won over the last ten years.
Salary would be by negotiation, but not less than Burnham. The school is a member of the D.E.S. pension scheme.
A three bedroomed detached house is available.
Application should be made to the Headmaster with full c.v. and the names of two persons who would be prepared to give references.
Aberdour School, Brighton Road, Burgh Heath, Tadworth, Surrey KT20 6AJ.
(16844) 203624

Music

Heads of Department

EAST SUSSEX
SKIPPERS HILL MANOR
Five Ashes, Mayfield
(IAPS 3 - 13 Co-Ed. 155 Pupils)
Required for April or September, a Director of Music. The successful applicant will teach throughout the School, organise Choirs, instrumental groups and the work of instrumental teachers. This is a new post offering considerable scope for an enthusiastic young teacher. Ability to offer a second teaching subject an advantage.
Burnham salary scale, Government superannuation, possible single accommodation.
Applications in writing with full c.v. and names and addresses of two referees to the Headmaster.
(16998) 203818

HAMPSHIRE
BOUNDARY OAK SCHOOL
Roche Court, Fareham PO17 5BL
IAPS 140 boys (5 - 13)
Required for September, 1986 a full time Director of Music to take charge of the organisation, teaching and development of music within the school, in all its aspects. Separate Music Centre and full stage and concert facilities.
Salary above Burnham - DES Supperannuation.
Further details from or application (with C.V; names and addresses of two referees) to the Headmaster, (17220) 203818

CAMBRIDGE
ST JOHN'S COLLEGE SCHOOL
IAPS 400 pupils (PSYB p.541)
HEAD OF ENGLISH AND DRAMA
required from September 1986, to direct the teaching of English throughout the school, to teach the subject to C.E. and Scholarship standards and to develop, personally and with colleagues, a strong tradition of Drama both in and outside the timetable.
The school attracts able and lively pupils (boys to 13 and girls to 11) and has a new/theatre, outstandingly well equipped.
Salary: Scale 2 + other benefits. Non-resident. State superannuation.
Applications + cv and names and addresses of two referees to the Headmaster, 73 Grange Road, Cambridge CB3 9AB. (19662)

FAIRLEY HOUSE SCHOOL
LONDON SW7 1PT
Day school for dyslexic children aged 5-13 years
DEPUTY HEAD
Fairley House is a school for boys and girls of average and above intelligence with specific learning difficulties.
The post offers unusual opportunities to an experienced teacher who wishes to work with a multi-discipinary team in a challenging and comparatively new field.
Salary according to experience (Burnham Scale + SSA + LW). Starting date by agreement.
Applications plus the names and addresses and telephone numbers of two referees to the Principal, from whom full details are available (01 584 6897). (12446)

ARNOLD HOUSE SCHOOL
(I.A.P.S. Day School 215 Pupils)
DEPUTY HEAD
A well qualified experienced teacher, aged between 30 and 40 required in September or January. Ideal candidate would also take charge of English throughout the School. Salary in excess of Burnham.
Please apply in writing to the Headmaster, enclosing C.V. with the name of two referees.
Arnold House School, 3, Loudoun Road, St. John's Wood, London NW8 0LH. (04892)

PRIOR PARK PREPARATORY SCHOOL
CRICKLADE, WILTS SN6 6BB
I.A.P.S. R.C. Boarding & Day Co-ed
Required for September 1986, a
GRADUATE
experienced in teaching scholarship and
C.E. ENGLISH
to take charge of a flourishing department and to teach the top three years. Other responsibilities lie in running the School Library and editing the distinctive School Magazine.
The opportunity exists for pastoral responsibility for a residential appointment.
Please apply by sending full V.C. and names of three referees to the Headmaster from whom fuller details may be obtained.

PREPARATORY SCHOOLS
continued

ESSEX
WIDFORD LODGE
Chelmsford CM2 9AN
Tel: 0245 352581
Scale 3 Post
DIRECTOR OF MUSIC
IAPS Boys Preparatory School
Required in September, 1986 a young musically qualified, married or unmarried teacher to run the thriving choir and the music in the school also to teach lower English, Scripture and possibly some Biology. Burnham Scale 3. Government Superannuation. Half fees for children in School. Five day week school with weekly boarders going home 4.30 p.m. on Friday afternoons.
Apply with telephone number to the Headmaster with names of two referees.
(16556) 203818

Other Assistants

ASCOT
BERKSHIRE
Multi-talented Assistant Directory of Music required September, 1986 to play major role in thriving Prep. School in Ascot.
Any dedicated person who can contribute strongly to Music Department (Choral and Instrumental), teach general subjects in Middle School (9 - 11), and commit themselves wholeheartedly to demanding yet rewarding life within boys' Boarding School, should apply giving c.v. and names of two referees to Headmaster, Papplewick, Ascot.
Salary Burnham plus.
Government Superannuation Scheme operates.
Accommodation provided if required. (16937) 203824

WEST SUSSEX
HANDCROSS PARK SCHOOL
Handcross; Near Haywards Heath, West Sussex RH17 6HF
Tel: 0444 400526
(IAPS Co-educational 7 - 13, mainly boarding)
DIRECTOR OF MUSIC
Required for September 1986, to organise the musical life of the School and to lead the team, consisting of an Assistant Director of Music and several visiting Staff.
Qualities of inspirational leadership and a commitment to the whole life of the School essential.
For full details of the post, write or telephone the Headmaster. (99566) 203824

LONDON SW13
ST. PAUL'S PREPARATORY SCHOOL
Colet Court, Lonsdale Road, London SW13 9JT
The post of ASSISTANT DIRECTOR OF MUSIC will become vacant in September, 1986. Applications are invited from candidates well qualified to maintain the exceptionally lively musical tradition of the School. Duties will include class music lessons, theory tuition up to Grade 8, and the training and direction of Orchestras, Choirs, Jazz Bands and other groups. The person appointed must be proficient on piano and organ, as, in addition to his main duties at Colet Court, he will act as organist, take charge of Chapel Music, and do some music teaching in St. Paul's (public) School.
Salary above Burnham.
Non-resident, but accommodation available.
Applications with c.v. to the Headmaster.
(16275) 203824

Pastoral

Heads of Department

KENT
FARRINGTONS SCHOOL
Chislehurst, Kent
Required for March - a Housemother to take charge of a small Junior Boarding House (ages 7 - 11) and to be responsible for the girls out of school hours. A self-contained flat is provided together with generous off-duty during the week. A current driving licence is necessary.
Apply in writing to the Headmistress giving the names and addresses of two referees.
(16555) 204018

Physical Education

Other Assistants

LINCOLNSHIRE
Required in April or September owing to retirement.
Qualified P.E. teacher able to take P.E. classes, coach boys' games and teach a classroom subject, preferably Geography to C.E./P.S.S. level. Only candidates committed to the busy life of a boarding school need apply.
Salary: Burnham 1 + £456 p.a. Resident or non resident post. Pleasant setting: Co-ed school of 145 pupils.
Please apply including names, addresses and phone numbers of 2 referees to: Mr. M.W. Kelham, The Headmaster, St. Hugh's School, Woodhall Spa, Lincolnshire LN10 6TQ. (17368) 204224

SUNDERLAND
TONSTALL SCHOOL
(I.A.P.S.)
150 day boys
Teacher of boys games, including rugby and cricket, required in September 1986. The successful applicant will be required to do about half a time-table of classroom teaching. Preferred subjects would be History and Geography, but other subjects could be accommodated.
Apply in writing, with a C.V. and names, addresses and telephone numbers of two referees to: The Headmaster, Tonstall Preparatory School, Abbotsford Grove, Sunderland SR2 7JS. (17371) 204224

WORCESTERSHIRE
THE ELMS
Colwall, Worcs. WR13 6EF
I.A.P.S.
Required for September, recently qualified, keen sportsman, resident, preferably with English/History, willing to enter fully into the demanding life of a mainly boys co-ed school.
Apply with details and references to the Headmaster.
(17223) 204224

Science

Heads of Department

MIDDLESEX
S. JOHN'S SCHOOL
Northwood
230 day boys
HEAD OF DEPARTMENT
Required for September 1986 a qualified teacher to have responsibility for Science throughout the school with particular reference to Common Entrance and Scholarship teaching. The successful candidate will have opportunities to control further development and expansion of Science throughout the school.
Applications with C.V., names of two referees and s.a.e. to The Headmaster, S. John's School, Potter Street Hill, Northwood, Middx. HA6 3QY. (17077) 204818

Other Assistants

HERTFORDSHIRE
LOCHINVER HOUSE SCHOOL
Heath Road, Potters Bar, Herts. EN6 1LW
I.A.P.S. 310 day boys 5 - 13
Required for September a fully qualified SCIENCE TEACHER to be in charge of the department and to teach Chemistry, Physics and Biology to the 9 - 13 year olds. An electronics background preferred. Good facilities and plenty of scope and encouragement for someone with initiative. Assistance with out of school activities essential.
For the teacher with the right qualifications, experience and enthusiasm, a competitive above Burnham salary will be agreed. Additional Lochinver Allowance. Government Superannuation.
Apply to the Headmaster with full curriculum vitae and the names, addresses and telephone numbers of two referees. Job description also available on request.
(16837) 204824

BERKSHIRE
LONG CLOSE SCHOOL
Requires for September 1986 a qualified and experienced person to teach Science to Common Entrance and Public School Scholarship level. The post will attract someone who is able to coach games, and who is willing to contribute fully to the busy life of this boys day Prep. School.
Please apply, in writing, to the Headmaster, Long Close School, Upton Court Road, Slough, Berks SL3 7LU with a full curriculum vitae and names and addresses of two referees. (99535) 204824

LONDON SW13
ST. PAUL'S PREPARATORY SCHOOL
Colet Court, Lonsdale Road, London SW13 9JT
A vacancy will occur in September, 1986 for a Science Teacher qualified to teach the full range of sciences up to C.E. and P.S.S. standard. The post would be ideally suitable for a married person with children starting school who wishes to return to teaching part-time with the possibility of full-time employment later. Superb laboratories.
Salary above Burnham.
Applications with C.V. to the Headmaster. Tel: 01-748 3461 for enquiries.
(16274) 204824

WEST SUSSEX
COTTESMORE SCHOOL
Science Teacher required for September 1986. A qualified teacher or graduate to teach Science up to Public School Level. Must be able to coach boys' games and have an interest in out of school activities. This is a residential post with excellent married or single accommodation.
Salary Burnham Scale I with Government Superannuation. Possibility of a post for wife to teach General Subjects.
Please reply with c.v. and names and telephone nos. of two recent referees to the Headmaster, Cottesmore School, Buchan Hill, Crawley, West Sussex RH11 9AU.
(98189) 204824

Other than by Subject Classification

Heads of Department

BERKSHIRE
ST. ANDREW'S SCHOOL
Pangbourne, Reading RG8 8QA
Co-educational IAPS School
Required for September, 1986 a young enthusiastic and well qualified teacher to take charge of a new class of 7 - 8 year olds. Willingness to contribute to extra-curricular activities essential. Single accommodation available. Burnham Scale salary; Government superannuation.
Letters of application, with a full c.v. and names and addresses of two referees, to The Headmaster, Dr. R.J. Acheson. (16562) 205618

Other Assistants

BIRMINGHAM
THE PRE-PREPARATORY DEPARTMENT OF THE BLUE COAT SCHOOL
Seeks a full time qualified and experienced INFANTS TEACHER Scale 1.
From September 1986 to teach 4½ to 5 year olds and to be responsible for the Music throughout the Department (3¼ to 7½ years).
Applicants should be in sympathy with the Christian values of the school.
Written applications C.V. and the names and addresses of two referees to: Mistress in Charge (K) Pre-preparatory Dept. Blue Coat School, Matchley Lane, Harborne, Birmingham B17 0HR.
(98224) 205624

BOURNEMOUTH
Young, caring, reception teacher required for Sept. '86 to join professional team in expanding pre-prep. offering high academic standards within a broad curriculum. Burnham +.
Apply to Principal, Park School, 45, Queen's Park South Drive. (17658) 205624

BUCKINGHAMSHIRE
THE BEACON SCHOOL
Chesham Bois, Amersham HP6 5PF
(I.A.P.S. Day Preparatory School, 300 Boys 4¼ - 13)
FORM TEACHER required for September 1986 to take charge of a class of 8/9 year olds. Ability to offer French an advantage but not a necessity. The successful candidate would also be expected to take a full part in the life of the school including games coaching and/or other activities.
Salary according to Burnham Scale 1. Bachelor accommodation available.
Applications with full C.V. and names, addresses and telephone numbers of at least two referees to the Headmaster. (41866) 205624

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
Cambs.
(H.M.C., PSYB page 176)
Required for September 1986.
PREPARATORY DEPARTMENT (co-educational 140 pupils 8 - 11).
Teacher of GENERAL SUBJECTS. Ability and willingness to help with girls' games and extra-curricular activities essential. Kimbolton Salary Scale. Single accommodation possibly available.
Applications to reach The Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambs. PE18 0EA (Tel: 0480 860505) as soon as possible and by 12th March at the latest, together with curriculum vitae and names, addresses and telephone numbers of two referees.
(31878) 205624

CARDIFF
HOWELL'S SCHOOL
Llandaff, Junior Department
(100 girls, 7 - 11)
A qualified and lively tacher with initiative, imagination and enthusiasm required in September, 1986 to join a team developing this new Junior School. Staff are responsible for the teaching of general subjects to one form but are also welcome to teach a specialist subject throughout the age group.
Apply by letter (no forms) to the headmistress, giving full curriculum vitae, stating clearly specialist subjects offered and giving the names and addresses of two relevant referees. Closing date Thursday March 27th.
(17663) 205624

DEVON
EXETER PREPARATORY SCHOOL
(IAPS Day School: 100 boys, aged 8 - 11)
Requires in September a qualified teacher to teach General Subjects, to be Form Teacher of a class of 9 year olds, and to take charge of Games (Football, Hockey, Cricket, Athletics) throughout the school.
Salary will be above Burnham Scale 1.
Full details from, and applications with c.v. and names and addresses and telephone numbers of two referees to the Headmaster, Exeter Preparatory School, Exeter, Devon EX2 4NS. Tel: (0392) 58712, Ext. 126. (17393) 205624

EAST SUSSEX
ST. ANDREW'S SCHOOL
Meads, Eastbourne
(I.A.P.S. Co-Ed Day/Boarding 275 children)
Requires for September CLASS TEACHER for 7/8 year olds. Candidates should be in age range 25 - 35 with at least three years teaching experience. Interest in sport/music/drama an advantage and willingness to participate in extra curricular activities essential.
Salary St. Andrew's Scale (Burnham linked). Government superannuation.
Post could be resident for single person.
Apply in writing with Curriculum Vitae and names of two referees to Headmaster.
(16559) 205624

ITALY
ROME, ITALY
Well qualified Junior Teacher required for September 1986.
See Overseas appointments for details. (13907) 205624

HAMPSHIRE
SANDLE MANOR SCHOOL
Fordingbridge SP6 1NS
Co-Educational Preparatory Boarding and Day
Required in April young and enthusiastic Qualified Teacher General Subjects 7½ - 9½.
Must be willing to participate in extra-curricular activities and happy to work a boarding school routine.
Salary according to Burnham Scale 1. Non-resident.
Please apply to the Headmaster in handwriting, with C.V. and the names and addresses of two recent referees. (16943) 205624

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL
C. of E. girls (7 - 18) Junior House 184 girls (7 - 11)
Required for September 1986, teacher of GENERAL SUBJECTS to Junior girls aged 7 - 11 in a thriving and lively department. Interest in use of computers in the classroom and/or the teaching of netball would be a strong recommendation.
Burnham Scale 1 with London Fringe Allowance.
Applications with full details and names and addresses of two referees to Headmistress, from whom further particulars may be obtained.
(17735) 205624

LONDON E17
FOREST JUNIOR SCHOOL
Near Snaresbrook, London E17 3PY
(IAPS: HMC)
Required in September 1986, a qualified person (Junior Trained) to teach General Subjects to boys 7 - 11. Ability to coach boys' games desirable. The post would suit teachers who wish to join in the busy life of a school with lively traditions.
Apply immediately with curriculum vitae and the names of two referees to the Headmaster of the Junior School.
(16940) 205624

LONDON N16
Qualified Junior Teacher required for beginning of Summer Term. The position can be part-time.
Burnham Scale.
Please write giving two referees to Headmaster, 2-4 Amhurst Park, London N16 5AE. (16952) 205624

LONDON N6
HIGHGATE JUNIOR SCHOOL
(IAPS 300 boys)
Required for September, 1986 an assistant teachr to teach general subjects to boys aged 7 to 10. The ability to help with games would be an added recommendation and the successful applicant would be expected to take a full part in the life of the School.
Possibility of accommodation being available.
Highgate School Salary scale.
Applications with curriculum vitae and names and addresses of two referees should be sent to The Master, Highgate Junior School, 3 Bishopswood Road, London N6, for whom further details of the post may be obtained.
(17074) 205624

LONDON SE21
DULWICH COLLEGE PREPARATORY SCHOOL
A qualified class teacher, preferably with two or three years experience, is required in September, 1986 to take one of the five classes in the 8 - 9 year old age group in the School's Junior Department (200 boys aged 7 - 9).
Music experience would be an asset. This department of a large boys' Prep. School occupies new buildings only recently opened. There are excellent facilities and there is the scope for an idividual approach to the work in a happy environment.
Burnham Scale I with Inner London Allowance and D.E.S. Superannuation.
Please apply to Headmaster, 42 Alleyn Park SE21, giving details of age, training and experience, names of referees and including a telephone number. (16814) 205624

LONDON SW2
SUMMER TERM
Infants Teacher required, for small private school in Streatham. Classes small, with a 4½ day week.
Telephone to arrange an interview. Mrs Tye 674 5495.
(17320) 205624

LONDON NW11
Experienced qualified teacher for class of 5 year olds in independant preparatory school to start in September.
Apply with brief c.v. to Headmistress, Golders Hill School, 666 Finchley Road, London NW11 7NT.
(17241) 205624

LONDON W5
BEACON HOUSE SCHOOL
15 Gunnersbury Avenue, Ealing, London W5 3XD
(Independent day school for boys and girls aged 5 - 11)
Qualified full or part-time teacher required for small independent school. Lively friendly atmosphere likely to suit mother of school age children.
Apply in writing to The Headmistress. (16982) 205624

LONDON
CHANNING SCHOOL
Highgate, London N6 5HF
Required for September 1986, a full-time Junior School teacher for a class of 24 girls. Interest in primary science and mathematics an advantage.
Salary: Burnham Scale 1, plus maximum London Allowance.
Please apply by letter to the Headmistress, enclosing curriculum vitae and the names of two refrees.
(17585) 205624

MIDDLESEX
Required for September 1986 - qualified teacher for class of 5 - 6 or 7 - 8 year olds in a small co-educational day school.
Salary according to experience and qualifications.
Apply in writing to: The Principal, Reddiford School, 38 Cecil Park, Pinner, Middx. HA5 5HH; with full C.V. and names of 3 referees.
(17345) 205624

MIDDLESEX
ST. HELEN'S SCHOOL
Northwood, Middlesex
Independent day/boarding school of 850 pupils
Wanted in September a well qualified Junior Teacher with special gifts in Music, to be a form teacher, teaching English and some general subjects; flourishing Recorder and String groups.
Please apply with C.V. in writing to the Headmistress giving names of two referees and enclosing a S.A.E.
(17247) 205624

NORTH DEVON
WEST BUCKLAND SCHOOL
Barnstaple, Devon EX32 0SX
H.M.C.: Co-educational: Boarding/day
Form teacher to be responsible for a senior class in the Preparatory Department (age range 7 - 11) required for September. A specialist interest in mathematics would be valuable, but greater importance is placed upon enthusiasm for the well-being of pupils and willingness to be involved in the life of the school.
Salary: Burnham plus allowance; accommodation is possible.
Apply by letter to the Headmaster, enclosing a c.v. and the names of two referees. (17347) 205624

NORTHAMPTONSHIRE
NORTHAMPTON HIGH SCHOOL FOR GIRLS
Derngate, Northampton NN1 1UN
(G.S.A. 740 - ages 3 - 18)
Required for September 1986 a well-qualified teacher to take a class of seven to eight year olds in the Junior Department of this independent Church of England day school. Candidates should be familiar with good modern primary practice, be willing to teach across the 4 - 9 age range and have a special interest in Mathematics or Science. Burnham Scale 1.
Apply at once to the Headmistress with curriculum vitae and names of referees.
(17664) 205624

HOLME GRANGE SCHOOL
WOKINGHAM
I.A.P.S. Co-Educational Day School.
Pre-Preparatory Department 66 pupils; Senior School 130+ Ages 7-13.
Applications are invited for September 1986 from suitably qualified and experienced graduate teachers, ideally age 30-35, for the following posts, teaching within the 9-13 age range:
DEPUTY HEAD – Burnham Group V
HEAD OF FRENCH – Scale III
HEAD OF ART – Scale II
The post of Deputy Head might be combined with one of the Heads of Department. Ability to coach boys' games is essential. Subsidiary subjects by arrangement.
The Schools' own allowance (currently £280 per annum) is offered in addition to the above scales. D.E.S. Superannuation. Assisted B.U.P.A. cover.
Please apply, enclosing s.a.e, to The Headmaster, Holme Grange School, Easthampstead Road, Wokingham, Berkshire RG11 3AL for further details and an application form. (19868)

ALL HALLOWS PREPARATORY SCHOOL
East Cranmore, Shepton Mallet, Somerset
HEAD OF HISTORY
Following the appointment of the present holder to a Headship.
HEAD OF MATHEMATICS
Following the retirement of the present holder after fifteen years on the staff.
Enthusiastic graduates required in September 1986. The successful applicants must be committed Christians, able to maintain the high academic standards of a school which has been a pioneer of Catholic boarding co-education for fifteen years.
Written applications, with a c.v. and the names, addresses and telephone numbers of three referees, should be sent to the Headmaster. (12447)

ST. HUGH'S SCHOOL
Carswell Manor, Faringdon, Oxon SN7 8PT
I.A.P.S. Boarding – Day Co-ed
Because of expansion and academic restructing an additional member of staff is required for September 1986 to join a thriving school. There are two possibilities for this post:
Either: a junior form teacher (7-9 years age range)
or a specialist to join the English department and to have responsibility for middle school teaching involving Girls' 11+ C.E.
Qualified, preferably experienced teachers are invited to apply for the above post. The successful applicant will be prepared to make a lively contribution to the boarding life of the school and an interest in games and other activities will be welcomed.
Single accommodation is available. Salary Burnham Scale 1, D.E.S. Superannuation.
Please apply by sending a brief letter of application, full C.V. and names, addresses and telephone numbers of two referees to the Headmaster.

PREPARATORY SCHOOLS
continued

OXFORDSHIRE

A teacher is needed in September 1986 to teach all subjects to seven year olds in the introductory class to the school. The successful candidate will be required to do full Prep School duties including the supervision of boys' games. Salary will be on the appropriate point of the Burnham Scale I.

Accommodation can be provided for a single person.

Applications in writing to the Headmaster, Christ Church Cathedral School, 3 Brewer Street, Oxford OX1 1QW. (17209) 205624

READING

THE ABBEY SCHOOL
Reading

JUNIOR DEPARTMENT

Required in September 1986, a qualified member of staff to take charge of a form of 7 to 8 year-olds. Burnham Scale.

Please apply to the Headmistress with full curriculum vitae. (16977) 205624

READING

THE ABBEY SCHOOL
Reading

PREPARATORY DEPARTMENT

Required in September 1986, a qualified member of staff to take charge of a form of 6 to 7 year-olds.

Burnham Scale.

Please apply to the Headmistress with full curriculum vitae. (16976) 205624

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS, G.P.D.S.T.
240 girls 5 - 11

Two well-qualified Junior School teachers, Burnham Scale I, required for September, 1986: one for a class of 9 - 10 year olds and the other of 7 - 8 year olds.

An interest in English and Dram plus a willingness to share the teaching of other age groups and to take part in extra curricular activities would be an advantage.

Apply by letter (no forms) enclosing s.a.e., curriculum vitae and copies of two testimonials if available and naming two referees to the Head Mistress, 9 Arboretum Street, Nottingham NG1 4JB. (17113) 205624

STAFFORDSHIRE

SMALLWOOD MANOR (DENSTONE COLLEGE PREP. SCHOOL)
Uttoxeter
IAPS Boarding and Day, Coeducational (3½ - 13+)
A WOODARD SCHOOL

Required for September 1986 a well qualified and enthusiastic Form Teacher of 8 and 9 year olds. Ability to coach girls' games would be an advantage. Full commitment and involvement in the out of school activities are required, together with a share of boarding duties.

Accommodation available.

Salary negotiable.

Letters of application, together with a full curriculum vitae, the names and addresses and telephone numbers of two referees should be sent to the Headmaster, Smallwood Manor, Uttoxeter, Staffordshire ST14 8NS. (Tel: Uttoxeter 2083). (08179) 205624

SCOTLAND

EAST COAST OF SCOTLAND

LATHALLAN SCHOOL
By Montrose, Angus DD10 0HN

Required for September 1986, teacher with firm sympathy, initiative and commitment to take a class of 8 year olds in boarding preparatory school by the sea. Resident post. Activities, games, music all welcomed.

Salary above current Burnham Scale.

Write with CV and names of two referees to:- P.D. de Iongh, M.A., Headmaster. (13635) 205624

SOMERSET

KING'S HOUSE
KING'S COLLEGE
South Road, Taunton
Independent Preparatory Day School
(Girls 4 - 12, Boys 4 - 8)

Due to expansion, we require for September 1986: Qualified Infant/Junior Form teacher specialising in Art.

Burnham Scale 1. Non-resident.

Please write with C.V. names of two references to Headmistress, (12069) 205624

SUFFOLK

WOODBRIDGE ABBEY SCHOOL
Suffolk

Required for September, 1986, a teacher for The Abbey Junior School to teach General Subjects to mainly eight year olds.

The School has about 130 pupils at present but is expected to expand to 160 in the next few years. The age range is from 7 to 11 and there is a selective entry.

Apply, giving full C.V. and the names, addresses and telephone numbers of two referees to The Headmaster, Woodbridge School, Woodbridge, Suffolk IP12 4JH by 14th March, from whom further details are available. (16870) 205624

SURREY

ELMHURST SCHOOL
46-48 South Park Hill Road, S. Croydon CR2 7DW
Tel: 01-688 0661
180 Day Boys aged 4 - 11

Enthusiastic, experienced general subjects teacher required, September 1986, for boys aged 9 - 11 being prepared for entry exams to selective Independent Schools.

Ability to offer French, Music and/or Games an advantage, together with willingness to participate in extra curricular activities.

Salary above present Burnham Scale one.

Send full C.V, stating curriculum strengths with details of two referees, to the Headmaster. (16222) 205624

SURREY

TORMEAD SCHOOL
Guildford, Surrey
JUNIOR DEPARTMENT

Required for September 1986 a Class Teacher for 8 or 9 year olds. Applications are invited from well-qualified Teachers with any subject specialism but the ability to offer French or P.E. would be a particular recommendation.

Burnham Scale 1 plus London Fringe Weighting, Government superannuation.

Please apply in writing to the Headmistress giving full curriculum vitae and the names and addresses of two referees, Tormead School, 27 Cranley Road, Guildford, Surrey GU1 2JD. (31851) 205624

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Lothian Region Colleges of Further Education

ESK VALLEY

PRINCIPAL/PRINCIPAL DESIGNATE

Esk Valley College offers a wide range of full-time and part-time courses/programmes at craft and technician levels and has a significant involvement in MSC programmes in general and YTS in particular. The College is currently a Group 5 College in terms of the Scottish Teachers' Salaries Memorandum 1980 and the post carries a salary of £22,287.

From 1 August 1987, Esk Valley College will operate from two major sites viz. Esk Valley Campus at Dalkeith and Leith Nautical College in Milton Road, Edinburgh under a unitary management arrangement on its transfer to the ownership of the Regional Council. Initially the new College will probably be group 6 in terms of the Scottish Teachers' Salaries Memorandum and the Principal's salary with effect from 1 August 1987 will be circa £23,700

Applicants for this post must hold good academic and professional qualifications and have successful experience at a senior level – preferably at Principal/Depute Principal level. In addition, the ability, enthusiasm and drive to launch a new College and collaborate with other Regional Colleges and schools will be required.

Application forms and further particulars from:
Head of Personnel
Department of Education
Lothian Regional Council
40 Torphichen Street
EDINBURGH EH3 8JJ.
Telephone: 031-229 9166 extension 2260.
to whom completed forms should be returned by Tuesday, 25 March 1986. (04003)

LONDON BOROUGH OF BRENT
WILLESDEN COLLEGE OF TECHNOLOGY
Denzil Road, NW10

PRINCIPAL

Burnham Group 7 — Salary £24,516 - £25,635 + £1,038 London Allowance

The Governors invite applications for the post of Principal of Willesden College of Technology from September 1985, to succeed Dr A K Barnard, Principal since September 1974, who is to retire.

The successful candidate will be academically well-qualified, and will have taught in the Further Education sector. Experience at senior management in Further or Higher Education level, and of leading and motivating a large number of staff, is essential, as is experience of curriculum development, implementation and evaluation, and a familiarity with current educational issues.

The successful candidate will demonstrate a thorough grasp of and commitment to the anti-racist and gender-equality strategies of the Council. The Governors are looking for someone with the ability to make the college responsive to the varied needs of the local and regional communities; and to give a clear and firm lead in the implementation of education policies and recruitment practices aimed at achieving Equal Opportunity in Education. The successful candidate will be expected to play an important role in identifying the accommodation needs of the college over the next 10-20 years.

Application forms and further details of the post can be obtained from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London, NW10 2XD, — Tel. No: 01-451/3411 — returnable to him by 30 March 1986.

Brent is an equal opportunities employer.

Brent is fundamentally committed to multi-cultural education. (04326)

Colleges of Further Education

Directors, Principals and Vice Principals

SOUTH DEVON

TOR BUSINESS COMPUTER CENTRE
Required from 1st April 1986
DEPUTY DIRECTOR (SENIOR LECTURER GRADE)
(Temporary 1 year Appointment)

Salary Range: £11,733 to £13,785 (Bar) to £14,763 (Burnham FE Report)

The successful candidate should have a Business Administration Degree or equivalent qualification and be able to teach at least two modern commercial software packages from the following:- Pegasus, Sage, dBase, Wordstar, Lotus 1-2-3, ACAD, Supercalc, etc. He/She should have good management skills and recent experience in a commercial environment. The post is of 1 year duration in the first instance. The Centre Offers high quality computer training to Business clients. It is equipped with the latest microcomputer and communications systems.

For further details and application forms contact:- The Director, Tor Business Computer Centre, South Devon College of Arts and Technology, Newton Road, Torquay TQ2 5BY. Tel: Torquay 217519. Returnable by 21st March, 1986 (SAE please). (16988) 220016

WILTSHIRE

TROWBRIDGE TECHNICAL COLLEGE

Following the appointment of the postholder to a Principalship, the post of

VICE PRINCIPAL

will be available with effect from September, 1986. The salary will be on a fixed point on the Group 6 scale.

Application form and further details from the Principal, Trowbridge Technical College, College Road, Trowbridge BA14 0ES, returnable by 24th March, 1986. (17238) 220016

Heads of Department

HUMBERSIDE

COUNTY COUNCIL
EDUCATION COMMITTEE
GRIMSBY COLLEGE OF TECHNOLOGY
SECTION HEAD - ART & DESIGN

This vacancy in a Group 7 College is available from the 1st September, 1986 on the retirement of the present post-holder.

Applicants should possess qualifications and high practical ability in a relevant area of work, together with proven experience at senior level in a Further Education Establishment.

The Section is involved in a wide range of options in the Art Foundation Course and is developing a D.A.T.E.C. provision.

In addition to current progressive initiatives, it is an expressed need of the local community that the College's traditional support of the fine arts continues.

Salary: Burnham H.O.D. Scale III £14,649 - £16,353 p.a.

Further details available, on receipt of a large stamped addressed envelope, from the Personnel Section, Grimsby College of Technology, Nuns Corner, Grimsby, South Humberside DN34 5BQ.

The Closing date is 21st March, 1986.

Humberside County Council is an Equal Opportunity Employer. (17102) 220018

Strathclyde Department of Education

FURTHER EDUCATION

DEPUTE PRINCIPAL

BARMULLOCH COLLEGE, Glasgow

Group 4 present salary, £17,478

Forms of application and particulars of the post may be obtained from the Director of Education, Further Education Department, Strathclyde House, 20 India Street, Glasgow G2 4PF (telephone 041-227 3414/2753), to whom completed applications should be returned not later than 28 March 1986.

EDWARD MILLER, Director of Education

SOUTH TYNESIDE

BOROUGH COUNCIL OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
SOUTH TYNESIDE COLLEGE
HEAD OF DEPARTMENT OF CATERING AND CREATIVE STUDIES (Burnham Grade 5)

Applications are invited for the above post, duties to commence as soon as possible.

The Department of Catering and Creative Studies covers several disciplines (e.g. catering, art and design, hairdressing, health and community care) and the college is seeking a head of department with administrative experience in further education who is capable of providing leadership to a team of enthusiastic staff.

The post is open to candidates with qualifications and experience directly related to the work of the department and also to those with appropriate experience in business studies or management, who would contribute effectively to the development of this large department.

Salary: Burnham (Grade 5).

Application forms and further particulars are obtainable from the Director of Education, Education Department, Town Hall, Jarrow, Tyne & Wear NE32 2LE by sending a stamped addressed envelope. Completed forms should be returned to the above address within two weeks of the appearance of this advertisement. (98253) 220018

WIGAN

METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
WIGAN COLLEGE OF TECHNOLOGY

Required for 1st September, 1986 HEAD OF DEPARTMENT (IV) HUMANITIES.

Applications are invited from well qualified graduates with appropriate educational experience to head an active department of Humanities and Creative Arts within this progressive Tertiary College.

Further details and application form from the Chief Administrative Officer, Wigan College of Technology, Parson's Walk, Wigan WN1 1RR. Tel: 0942 494911. Ext. 204. Closing date 21st March. (17448) 220018

Other Appointments

AVON COUNTY

EDUCATION SERVICE
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AT
LECTURER II IN DRAMA AND THEATRE ARTS

An experienced and energetic teacher of drama and theatre studies is needed for September 1st 1986 to develop and to act as section head and course tutor for a well established Theatre Studies 'A' level course.

Further details (please quote post reference no ARTS 86/1) and application form (returnable by Monday 7th April) from The Principal, Filton Technical College, Filton Avenue, Bristol BS12 7AT. Please enclose s.a.e.

Avon is an Equal Opportunities Employer. (17394) 220026

AVON COUNTY

EDUCATION SERVICE
SOUTH BRISTOL TECHNICAL COLLEGE
Marksbury Road, Bristol BS3 5JL
Tel: 661105
LECTURER GRADE I IN ELECTRICAL ENGINEERING

Required from September 1st, 1986 to teach mainly Electronics and Control Engineering to Craft and Technician students.

Salary £6,207 - £11,037 depending on qualifications and experience. Application forms and further particulars from the Chief Administrative Officer.

Closing Date 21st March, 1986.

(Please supply s.a.e. and quote Ref. No. SBC/S/39).

AVON is an equal opportunities employer. (17834) 220026

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT

LECTURING VACANCY

Applications are invited for the following post to commence as soon as possible.

SWANSEA COLLEGE
Tycoch Road, Sketty, Swansea SA2 9DB.

This new tertiary institution opened in September, 1985, incorporating the existing Swansea College of Further Education and the Sixth Form provision from certain areas of the City of Swansea.

DIRECTOR OF DEVELOPMENT
H.O.D. IV.

Applicants for this key post within the College Management Team must possess a degree or equivalent qualification. An ability to respond positively to curriculum change, the needs of industry and local community, the Adult Training Strategy and changing modes of study is essential. Entrepreneurial flair is a key quality associated with the post.
(Post ref: 6.4.86.).

Application forms and further particulars can be obtained from the Principal on receipt of a large stamped addressed envelope quoting the post reference.

The CLOSING DATE for receipt of completed application forms is THURSDAY, 20th March, 1986.

John Beale
Director of Education (04312)

HAMPSHIRE

Southampton Technical College

Head of Department of Business and Secretarial Studies

Grade V, Post No. 101. Head of Department of Food and Domestic Trades – Grade IV, Post No. 401.

These posts will become vacant due to the impending retirement of the current holders of the posts. It is hoped to fill them with effect from 1.9.86 or as soon as possible thereafter. Further details and application form from, the Principal, Southampton Technical College, St. Mary Street, Southampton SO9 4WX (enclosing large s.a.e.) to whom completed applications should be returned by 26th March 1986.

Guildford College of Technology

Would You Like To Manage A Large And Diverse Department?

Head of Construction Department – Grade VI

The Department in question covers a variety of courses including most craft courses up to advanced craft level (570 students). National, higher national and related courses (180 FT, 350 PTD) together with evening and short costed courses.

Ideally, you should have a graduate qualification in an appropriate discipline, and employment experience in both further education and one of the branches of the construction industry.

You will be involved in the supervision of teaching and support staff, maintaining our high academic standards, liaison with employers, professional associations and neighbouring colleges and all the other duties relating to the administration and smooth running of a large and diverse department.

The post is available from 1 September 1986.

As well as a salary on the scale £18,615 – £20,511 plus Surrey Area Allowance £264, we offer generous relocation expenses, in accordance with the County Council scheme.

GCT

For an application form and further details write to Mr E L Ellison, Principal, Guildford College of Technology, Stoke Park, Guildford, Surrey GU1 1EZ.
CLOSING DATE 24 MARCH 1986. (12450)

COVENTRY CITY COUNCIL

Hereward College of Further Education for the Physically Disabled
Bramston Crescent, Tile Hill Lane, CV4 9SW.
Tel: 0203 461231.

Required as soon as possible, suitably qualified and experienced candidate for the position of

Head of Foundation Studies

Salary: Head of Department Grade 1 (£11,664-£13,284 per annum)

Hereward College is a purpose built residential college for 112 physically disabled students recruited nationally, offering a variety of further education courses leading to CPVE, RSA, B/TEC, GCE qualifications.

The successful candidate will have responsibility for a developmental CPVE scheme, for supporting students with exceptional communications and study needs and devising an Independence, Social and Personal Development Programme.

Application forms and further details may be obtained from the Principal at the above address to whom completed applications should be returned by Friday 21st March 1986. Canvassing disqualifies.

an equal opportunity employer

BURTON UPON TRENT TECHNICAL COLLEGE

Applications are invited for the post of

Head of Department of Art and Design

Grade II
£13398 - £15102

Application forms and further details are available from the Vice Principal, Burton upon Trent Technical College, Lichfield Street, Burton upon Trent, Staffs., DE14 3RL, telephone Burton 45401 ext. 303.

Closing date for applications Thursday, 27th March, 1986.

Canvassing will disqualify
Trade Union Membership desirable (16784)

Staffordshire County Council

COLLEGES OF FURTHER EDUCATION
continued

CHESHIRE

MACCLESFIELD COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts, available from either 1 May or 1 September 1986 except where stated.

Department of Business and European Studies

LECTURER II IN PRE-VOCATIONAL BUSINESS AND SECRETARIAL STUDIES

LECTURER II IN BUSINESS STUDIES (SMALL BUSINESS)

Department of Food and Leisure Industries

LECTURER I IN FOOD PREPARATION

LECTURER I IN FRONT OF HOUSE OPERATIONS

The above new posts only available from 1 September 1986.

Department of Technology and Science

LECTURER I IN COMPUTER TECHNOLOGY

LECTURER I IN ENGINEERING TECHNOLOGY

Further details and application forms are available from the Principals Secretary, Macclesfield College of Further Education, Park Lane, Macclesfield, Cheshire SK11 8LF. Tel: (0625) 27744. Closing date 21 March 1986. (17284) 220026

CUMBRIA

COUNTY COUNCIL

CHARLOTTE MASON COLLEGE OF EDUCATION
Ambleside, Cumbria LA22 9BB

Applications are invited for the following FOUR LECTURESHIPS for September, 1986:

SENIOR LECTURER (£11,958 - £15,045)

To lead the Educational Studies team and to be responsible for the SOCIOLOGY OF EDUCATION within the B.Ed. Honours Primary course. Experience in the field of multi-cultural education would be an advantage.

LECTURER (LII-SL £8,076 - £12,945) (3 posts)

One in MATHEMATICS

To teache to B.Ed. Honours level.

One in EARLY YEARS

To work mainly with the PGCE (Primary) team.

One in HISTORY

To take charge of historical components of the B.Ed. and PGCE courses. Ability to contribute to the teaching of RELIGIOUS STUDIES or GEOGRAPHY would be an advantage.

The College offers a four year B.Ed. Honour degree course and a PGCE course, both within the 4 - 12 age range, together with a wide programme of INSET courses for primary, secondary, and FE teachers. Applicants for all the above posts must be qualified teachers, should have recent and relevant teaching experience, and should possess at least a first degree in the appropriate field.

Further details and application forms from the Senior Administrative Officer upon receipt of a stamped addressed envelope (24 cm X 16 cm).

Completed application forms should be returned to the Senior Administrative Officer by Wednesday 2nd April, 1986 at the latest. (17791) 220026

DYFED - WALES

SYNGOR SIR COUNTY COUNCIL DYFED
CEREDIGION COLLEGE OF FURTHER EDUCATION
Llanbadarn Campus, Aberystwyth

Required, to commence duties on 1st September, 1986:

1. SENIOR LECTURER IN COMPUTING/ELECTRONICS

The successful candidate will be required to co-ordinate Computer Courses and teaching throughout the College, and is likely to be a good honours graduate (or equivalent), and to have relevant industrial and/or teaching experience.

2. LECTURER GRADE I IN COMPUTER STUDIES

Applicants should be holders of a degree (or equivalent) in a Computer related science. He/she will initially be required to teach up to BTEC National standard where teaching and related industrial experience would prove to be highly desirable.

3. LECTURER GRADE I IN MECHANICAL ENGINEERING

A lecturer is required to teach general engineering subjects up to BTEC level III on a range of courses. Candidates should be holders of degree (or equivalent) qualifications, relevant industrial experience, and be familiar with the modern technologies.

For each post, teaching qualifications and fluency in Welsh would be advantageous.

Further particulars and application forms may be obtained from the Principal of the College, to whom they should be returned not later than April 4th, 1986. (17659) 220026

EAST SUSSEX

EASTBOURNE COLLEGE OF ARTS & TECHNOLOGY
St Anne's Road, Eastbourne BN21 2HS
Principal: J.H. Williams, M.Ed., F.B.I.M., F.R.S.A.
DEPARTMENT OF BUSINESS STUDIES

Required for September 1986, a Lecturer Grade 2 to teach Business Finance and Accounting subjects and to undertake responsibility for part-time Business Studies courses.

Salary £7,926 - £12,705.

Further particulars and application form can be obtained from the Principal. Tel: (0323) 644711, Ext. 212.

Closing date: March 21. (16799) 220026

EXETER

EXETER COLLEGE
Helu Road, Exeter EX4 4JS

SCHOOL OF SOCIOLOGY/PSYCHOLOGY

LI IN PSYCHOLOGY

Required for September 1986.

Further details and application form (SAE please) from the Principal, returnable within 2 weeks of the date of this advertisement. (15765) 220026

GLOUCESTERSHIRE

ROYAL FOREST OF DEAN COLLEGE
College Road, Cinderford, Glos. GL14 2JY

Required for September, 1986:

LECTURER GRADE I IN COMPUTING AND BUSINESS STUDIES. Post No. CA17 X 021

The successful candidate will be required to contribute to the following programme areas:

1. Computing and its application to business.
2. Techniques relating to Supervisory and Management activities in commerce and industry.
3. General Business Studies.

LECTURER GRADE I IN SECRETARIAL STUDIES. Post No. CA17 X 022.

The successful candidate will be required to teach across a wide range of Business and Secretarial courses and expertise is required in typewriting, word-processing and general office practice.

Application forms and further details can be obtained (S.A.E. required) from the College Administrative Officer, at the above address. Closing date for the receipt of completed application forms: 14 days from the appearance of this advertisement. (17425) 220026

METROPOLITAN BOROUGH OF KNOWSLEY
KIRKBY COLLEGE OF FURTHER EDUCATION

HEAD OF DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES (GRADE III)

Applications are invited from candidates with appropriate qualifications and experience for this challenging senior post which will become available from September 1986. Candidates will need to have a record of successful staff leadership, innovation and the introduction of curriculum change.

The Department's work covers a wide range of BTEC, Secretarial, Professional and Short Business Courses. In addition, the person appointed will assume College-wide responsibilities for a number of functions to be determined following the reorganisation of the Senior Management Structure.

Further information and application forms can be obtained by sending a s.a.e. to the Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH. Closing date for completed applications 21 March 1986. (04320)

DORSET

WEYMOUTH COLLEGE
Cranford Avenue, Weymouth, Dorset DT4 7LQ

Required for September 1986. LECTURER (GRADE II) IN CHILD DEVELOPMENT/EDUCATION to be responsible for overseeing this area of work for NNEB, Community Studies and 'O' and 'A' level Child Development.

Candidates should hold a Certificate of Education or B.Ed. in Nursery or Nursery/Infant Training. Relevant lecturing experience is essential.

Salary Lecturer (Grade II) £8,076 - £12,945 per annum.

Further details and application forms are available from the Principal, Weymouth College, Cranford Avenue, to whom all completed application forms should be returned by Friday 21st March 1986. (98254) 220026

DORSET

WEYMOUTH COLLEGE
Cranford Avenue, Weymouth, Dorset DT4 7LQ

Required for September 1986. NNEB COURSE TUTOR LECTURER (GRADE II) to be responsible for the organisation of the NNEB course and to oversee the College Health Studies Programme.

Candidates must be qualified as an SRN and hold a Health Visitors Certificate. A recognised teaching qualification will be an advantage.

Salary Lecturer (Grade II) £8,076 - £12,945 per annum.

Further details and application forms are available from the Principal, Weymouth College, Cranford Avenue, to whom all completed application forms should be returned by Friday 21st March 1986. (98255) 220026

West Suffolk College of Further Education
Bury St Edmunds (Group 5)

The College is undertaking a complete restructuring on a Faculty basis and two Grade 4 Heads of Faculty are required for 1st September 1986 to play a vital role in the new management team.

Head of Faculty, Technology

The Faculty combines the work of two previous Departments: MECHANICAL Engineering, and CONSTRUCTION and ELECTRICAL Engineering. A graduate with appropriate industrial experience is required to provide the necessary academic leadership with an innovative appraoch to new developments.

Head of Faculty, Caring and Service Industries

The Faculty's work is in three mai areas: the development of CATERING training that will result from a major building submission currently being processed; HAIRDRESSING and BEAUTY Courses, and CARING Courses including provision for Special Needs students. Applicants should be appropriately qualified with experience in one or more of these areas and be capable of implementing the Catering developments.

Salary: Burnham Scale for Teachers in FE establishments. Head of Department Grade IV (£15,834–£17,739 p.a.).

Further details and forms may be obtained from The Principal, West Suffolk College of Further Education, Out Risbygate, Bury St. Edmunds, Suffolk IP33 3RL (S.A.E.), to be returned by 17th March 1986. (12419)

Suffolk County Council

SURREY EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
HEATH ROAD WEYBRIDGE SURREY
DEPARTMENT OF TECHNOLOGY

Senior Lecturer – Mathematics

Appropriate qualifications/experience to teach within and lead section with responsibility for Mathematics across College from GCE 'O' to 'A' level and BTEC levels to V.

Lecturer II/ Senior Lecturer – Electronics

Must have appropriate qualifications/experience to teach units of HNC Electronic Engineering – preferably including MicroProcessors, Instrumentation and Digital Electronics.

Lecturer I – Special Educational Needs

Three Lecturers required to join established team for students with special needs.

Applicants must have qualifications/experience relating to this special provision combined with expertise in one or more of: General Craft Skills, CDT, Home Economics, Caring Skills, Drama, Keyboard Skills.

Salary Scale:

*Senior Lecturer	£11,958 – £14,046/£15,045 per annum
Lecturer II:	£8,076 – £12,945 per annum
Lecturer I:	£6,324 – £11,247 per annum

plus £264 per annum London Fringe Area Allowance.

Commencing salary dependent upon qualification and experience.

*S.L. salary – may progress to maximum of £15,045 if work level merits it.

Generous relocation expenses in approved cases.

Further details and application forms from the Principal to be returned by MONDAY 17 MARCH 1986. (12451)

TRESHAM COLLEGE

Lecturer Grade I in
PHOTOGRAPHY/GRAPHIC DESIGN

Applications are sought from teachers with training in Art/Design, with a specialization in Photography. You will be teaching students taking GCE 'O' and 'A' levels elements of the Art Foundation course and non vocational short courses for adults.

Lecturer Grade I in
SPECIAL NEEDS

Applications are sought from an experienced and qualified teacher to contribute to the Special Needs Provision for young people and adults in the Corby/Kettering area. You must be sympathetic to the needs of people with learning difficulties and those with physical handicaps who wish to extend their general education and develop work related skills.

Lecturer Grade I in
BEAUTY THERAPY

Suitably qualified/experienced staff are invited to apply for this post to teach on a course leading to the award of the City and Guilds Beauty Therapy Certificate.
Applications will be welcome from non-teachers but you must have experience in Beauty therapy techniques including electrolysis & body correction.

Salaries: Grade I £6,207 – £11,037 (under review)
For further details and application forms for any of the above posts, please contact:-
The Principal's Secretary,
Tresham College, St Mary's Road, KETTERING, Northants.
Tel: Kettering 85353 ext. 205

(04382)

EDUCATION DEPARTMENT
LONDON BOROUGH OF RICHMOND UPON THAMES
RICHMOND UPON THAMES COLLEGE

WANTED FOR 1st September 1986
L II TO TEACH 'A' LEVEL IN TECHNOLOGY

Salary: £8,076 – £12,945 plus £678 Outer London Weighting Allowance per annum

An opportunity exists to teach the Cambridge 'A' level in Technology at London's first Tertiary College. The course will be introduced in September as part of Richmond's T.V.E.I. scheme.

The successful applicant will teach up to 19 hours in GCE Technology and Design of Technology courses.

All post-16 full-time education in the London Borough of Richmond upon Thames is concentrated in the Richmond upon Thames College, and this post offers an exciting opportunity to teach the most able among the 80 or so students currently taking 'O' level Modular Technology as part of the T.V.E.I. scheme in the Borough's 8 secondary schools.

Further particulars and application forms, returnable within two weeks of the date of advertisement, may be obtained from the Administrative Assistant, Personnel Section, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ.
(Foolscap self-addressed envelopes only) (12415)

CITY OF COVENTRY
Department of Social Care

Lecturer I — Sociology

Ideally candidates should possess an Honours Degree in Sociology, a teaching qualification and some experience of teaching post-16 students.

Salary scale (under review) £6324 - £11247 to commence duties on 1st September 1986.

Further particulars and application form are available from the Principal, Tile Hill College of Further Education, Tile Hill Lane, Coventry CV4 9SU. Telephone Coventry 461444 ext 224, to whom applications should be returned by Friday 21st March 1986.

(15763)

Tile Hill College of Further Education

COLLEGES OF FURTHER EDUCATION
continued

GRAMPIAN
REGIONAL COUNCIL

MORAY COLLEGE OF FURTHER EDUCATION
Elgin

LECTURER B - GENERAL STUDIES

Social Work and Social Services

Applicants should have relevant University Degree or C.Q.S.W. with experience in a practical social work setting. Teaching, lecturing or study supervision experience an advantage. Main teaching required is as part of a team offering 16+ National Certificate Modules and Preliminary Certificate in Social Care within Department of General Studies.

Salary Scale: £8,574 - £11,676.

Application forms and further details from Director of Education, PE and Admin Staffing, Woodhill House, Aberdeen AB9 2LU with whom applications (2 copies) should be lodged by March 24. (17386) 220026

HERTFORDSHIRE
WATFORD COLLEGE
DEPARTMENT OF MANAGEMENT STUDIES
LECTURER GRADE II. Applications are invited from people with appropriate qualifications, skills and recent management experience in the United Kingdom with any of the following backgrounds: General Management, Personnel, Production, Marketing or Finance.
We are seeking a candidate with the ability to act as Course Tutor with mature, experienced management students and to contribute to a range of Short Courses in Management and Supervision. Progression to Senior Lecturer may be possible.
Salary in accordance with Burnham F.E. Scale for Lecturers Grade II: £8,076 - £12,945 p.a. plus £258 p.a. Fringe allowance. Appointment on scale according to experience.
Further details and application forms available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford WD1 3EZ (Tel: Watford 41211, Ext. 56).
(16658) 220026

HERTFORDSHIRE
COUNTY COUNCIL
CASSIO COLLEGE
Langley Road, Watford WD1 3RH
RE-ADVERTISEMENT
DEPARTMENT OF FOOD INDUSTRIES
LECTURER GRADE I - FOOD SCIENCE
Required for September 1986 to teach Food Science, Nutrition, Food Hygiene and a supporting subject to Catering and Bakery studies students following BTEC Diploma, College Diploma and CGLI courses. The suitable applicant will have a Science Degree or equivalent, preferably in Food Science or Technology, Nutrition or Microbiology. Experience of the catering or baker industry is desirable.
Salary Scale: £6,324 - £11,247 + £264 fringe allowance.
Further details (sae please) and application forms may be obtained from the Principal at the above address. Closing date for applications - 11th April 1986. (17564) 220026

HERTFORDSHIRE
COUNTY COUNCIL

ST ALBANS COLLEGE
DEPARTMENT OF BUSINESS STUDIES

LECTURER II required from September 1986 in the Department of Business Studies to co-ordinate CPVE provision within the department. Applicants should have recent business and teaching experience. Personal qualities of leadership, initiative, imagination and innovation are particularly important.

LECTURER II required from April 1986 or later (September 1986 acceptable) in the Department of Business Studies to join a small team of staff teaching BUSINESS COMPUTING and INFORMATION PROCESSING across the department. Applicants should have recent data processing experience gained in the area of small business systems. Teaching experience is desirable but not essential.

Salary Scale: £8540 - £13209 (under review) including London fringe allowance.

For further details and application form, SAE to Principal, St Albans College, 29 Hatfield Road, St Albans, Herts. AL1 3RJ. Closing date for applications 21st March 1986.
(17677) 220026

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY COLLEGE OF TECHNOLOGY
New Dover Road, Canterbury, Kent CT1 3AJ
Tel: (0227) 66081
ACADEMIC VACANCIES
1st September 1986
Applications are invited from candidates with appropriate graduate and/or professional qualifications and relevant experience for the following posts:-
LECTURER II IN CIVIL ENGINEERING (Ref. E2/86)
To teacher Theory and Design of Reinforced Concrete and Timber, Soil Mechanics and Civil Engineering Construction and be responsible for the organisation and maintenance of the material testing and soils laboratory.
LECTURER I OR II IN ACCOUNTANCY (Ref. A2/86)
To teach financial modules to BTEC National and Institute of Bankers courses and be responsible for the coordination of accounting subjects.
LECTURER I IN MECHANICAL ENGINEERING (Ref. M2/86)
To teach Engineering Workshop Theory and Practice and related subjects, together with one of the following:- Engineering Maintenance, Pneumatics and Hydraulics, Engineering Production and be responsible for an area of first year training.
LECTURER I IN PROFESSIONAL COOKERY AND FOOD SERVICE FOR ONE YEAR FIXED TERM CONTRACT LINKED TO THE COLLEGE'S M.SC. PROGRAMME (Ref. C2/86)
To teach General Catering and Food Service theory and practical subjects, and undertake responsibility for course administration, tutoring and industrial liaison.
Salaries in accordance with the Burnham Scale for establishments of Further Education, namely:-
Lecturer II £8,076 - £12,945 p.a. Lecturer I £6,324 - £11,247 p.a.
Starting point dependent upon experience and qualifications.
Application forms and further details are available from the Principal quoting the appropriate reference.
(13902) 220026

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SOUTH KENT COLLEGE OF TECHNOLOGY
Department of Health, Food & Fashion
SENIOR LECTURER required from 1st September, 1986 to be Head of Section, HOTEL and CATERING. Courses are City & Guilds 705, 706, 707, 709 and YTS, CPVE, School/College link courses. Industrial and teaching experience essential. Trained teacher prefered.
Application forms and further particulars available from: The Prinicial, South Kent College of Technology, Shorncliffe Road, Folkestone, Kent CT20 2NA or Tel: (0303) 56661. Return by Monday, 24th March, 1986.
(13901) 220026

LONDON WC1X

CROWN COLLEGE - LONDON

LECTURER FOR CGLI 953/746

Required immediately.

Basic & Cobol Programming. Tel: 01-837 5184, 0753-40078.
(17706) 220026

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Willington Square, Wallsend NE28 9NJ
a) Required as soon as possible.
Lecturer II in TRAVEL and TOURISM with relevant qualifications and broad knowledge of travel industry.
b) Required for 7th April, 1986.
Lecturer I in BEAUTH THERAPY. Professional qualifications to City and Guilds LI with appropriate industrial experience essential. Previous teaching experience an advantage.
c) Required for 1st September, 1986.
Lecturers I in teaching experience and qualifictions for:-
i) BIOLOGY and GENERAL SCIENCE.
ii) VISUAL COMMUNICATIONS DESIGN.
Application forms and further details are availble on receipt of a s.a.e. from the Principal to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (17444) 220026

OXFORDSHIRE
COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
Oxpens Road, Oxford OX1 1SA
Required as soon as possible:
LECTURER II: STUDENT SERVICES UNIT
To develop and co-ordinate a comprehensive range of centrally provided, College-wide student services.
Salary: £8,076 - £12,945.
Application forms and further particulars may be obtained from the Principal (SAE please) to whom completed application forms should be returned by not later than Friday, 21st March, 1986.
(16960) 220026

Strathclyde Department of Education

Further Education

Applications are invited for the undernoted posts. All candidates should have relevant industrial or commercial experience where appropriate.
Teacher training would be an advantage but training can be given on an in-service basis.

Senior Lecturer/Lecturer

AYR COLLEGE, Dam Park, Ayr.
COMPUTING, MATHEMATICS & SCIENCE. Senior Lecturer II. A Degree or equivalent qualification in computing, Mathematics or a Science subject is required. Previous experience in a promoted post in Further Education is essential.

STOW COLLEGE, 43 Shamrock Street, Glasgow G4 9LD (041 332 1786)
ELECTRICAL ENGINEERING. Lecturer 'A' Degree of a British University or appropriate qualification. The work relating to this appointment will be concerned broadly with power electrical engineering.

ELECTRICAL ENGINEERING. Lecturer 'A' Degree of a British University in Electrical and Electronic Engineering (or appropriate alternative qualification). Experience in Electronic Engineering and/or Control Engineering would be desirable.

SALARIES

Senior Lecturer II	£11,876 – £13,710
Lecturer 'A'	£ 9,321 – £13,710 (Bar) £14,718

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the Principal of the College concerned to whom completed applications should be returned not later than 21st March, 1986.

EDWARD MILLER
Director of Education

(04392)

Nene College Northampton

Faculty of Art and Design

SENIOR LECTURER in 3-Dimensional Design (Course Leader)

Applications are invited from suitably qualified and experienced persons for the above appointment.
Applicants should have a working knowledge of all areas of 3-Dimensional Design and be a specialist in some vocational aspects of it, such as display/exhibition design or product design, etc.
In addition recent relevant industrial and educational experience is required.
This post presents an unusual and challenging opportunity for direct involvement in the identification and development of a new course in 3-Dimensional Design
Salaries in accordance with the Burnham (FE) Report.
Further details and application form may be obtained on receipt of an SAE from:
The Dean, Faculty of Art and Design,
Nene College, St George's Avenue, Northampton NN2 6JD.
Telephone: 0604 714101.
Completed applications to be returned by 7th April, 1986.

CAMBRIDGESHIRE
PETERBOROUGH TECHNICAL COLLEGE
REQUIRED FOR SEPTEMBER 1986
MATHEMATICS SECTION
LI/LII MATHEMATICS
To be responsible for the Introduction and Organisation of the G.C.S.E. Mathematics in the College.
An appropriate degree and teaching qualification is essential.
SECRETARIAL SECTION
LI SECRETARIAL
To teach a wide range of courses to include the following subjects: Typewriting, Audio Office, Organisation and Method, Info/Word Processing. The person appointed will be required to be responsible for the development of Part-Time day courses.
SOCIAL AND INDUSTRIAL STUDIES SECTION
LI GENERAL STUDIES
To teach on a variety of courses, expected to have a subject specialism with an interest in the development of courses at all levels.
An appropriate degree and teaching qualification is essential
LI/LII TOURISM
To teach and develop the course for the Tourist Industry. Relevant qualification and Industrial experience essential.
SALARY: LI £6,340 – £11,247
LII £8,076 – £12,945
Application Forms and further details may be obtained from Mrs Rita Bond, Assistant Principal Staffing, Peterborough Technical College, Park Crescent, Peterborough, PE1 4DZ.

COLLEGES OF FURTHER EDUCATION
continued

RICHMOND
LONDON BOROUGH OF RICHMOND

(An Equal Opportunities Employer)

RICHMOND UPON THAMES COLLEGE
(Tertiary)

Lecturer II, to teach 'A' Level in Technology.

For details refer to 6th FORM/TERTIARY section.
(16538) 220026

STAFFORDSHIRE
STOKE-ON-TRENT CAULDON COLLEGE OF FURTHER AND HIGHER EDUCATION
SENIOR LECTURER IN BEAUTY THERAPY
£11,958 - £14,046
LECTURER GRADE I IN HAIRDRESSING
£6,324 - £11,247 progressing to £12,945
Application forms and further particulars are avialable from the Vice Principal, Stoke-on-Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke-on-Trent ST4 2DG Tel: Stoke-on-Trent (0782) 29561, Ext. 327 or 306.
Canvassing will disqualify.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (17759) 220026

WARE COLLEGE

Applications are invited from suitably qualified and experienced persons for the following posts, available from 1st September 1986. For all posts previous teaching experience and/or teaching qualification would be an advantage.

1. Lecturer II, Photography
To undertake the duties of section head responsible for a two year full time BTEC National Diploma course in Photography and C & G 744 part time Certificate course. A good technical knowledge of Photography is expected together with a commitment to the preparation of young people with skills appropriate to the modern photographic industry.

2. Lecturer I, Display Design
The person appointed will have up-to-date merchandising experience together with lettering, design and other production skills which will be taught to full time students following BTEC and BDS courses. Display is a large, well established, lively, creative and successful section of the College work, and applicants will be expected to bring to its courses the benefit of their industrial experience.

3. Lecturer I Industrial/3D Design
A person with creative and technical ability, with industrial or 3D design experience in a variety of media including ceramics, wood, metal, plastics, etc., is required to teach students following Preparatory Art and BTEC Vocational Design courses. Experience, or a positive interest, in the use of computer technology in Design would be an advantage.

4. Lecturer I, Hairdressing
To teach hairdressing and related subjects to full time and part time students preparing for C & G qualifications. An Advanced Hairdressing qualification and good industrial experience is expected, together with the ability to teach gentlemen's hairdressing. The hairdressing section enjoys a high reputation and applicants with a strong fashion sense and interest in competition work would be welcomed.

5. Lecturer II PCSC Course Tutor
To be responsible for the organisation and administration of the Preliminary Certificate in Social Care Course and to contribute to the teaching in one or more areas of the course: human development, health, social studies. A relevant qualification and/or experience in the field of social care is necessary.

6. Lecturer II Business Studies
To be responsible for curriculum development and co-ordination of two-year YTS, BTEC First Certificate, and CPVE courses which we provide within a College/School Consortium. Applicants would be expected to teach in two or more of the following areas: communications, numeracy, distributive studies, finance.

7. Lecturer II Secretarial Studies
To take a major responsibility for curriculum development, examination organisation and work experience placements across all secretarial courses. In addition to offering a range of secretarial skills we are seeking a person with knowledge of modern office technology.

8. Lecturer I, Business Studies
To join a team of staff currently developing the new BTEC syllabuses and to be able to offer business communications up to BTEC National level and at least one other core business studies area.

9. Lecturer II Catering
To teach both theoretical and practical aspects of City & Guilds Craft Catering courses to full time and part time students, including YTS trainees, and to assume responsibility for the organisation of this small but busy section.

Applicants should have appropriate qualifications and relevant industrial experience.

Salary scales: Lecturer I £6,324 - £11,247 + fringe allowance
Lecturer II £8,076 - £12,945 + fringe allowance

For further particulars of these posts and application forms please write (s.a.e. please) to Principal, Ware College, Scotts Road, Ware, Herts., to whom completed forms should be returned within two weeks. Will applicants please indicate clearly the post or posts in which they are interested.

(15764)

Hertfordshire County Council
An Equal Opportunity Employer

SANDWELL
METROPOLITAN BOROUGH COUNCIL

WARLEY COLLEGE OF TECHNOLOGY

Principal: R.A.W. Longden B.Sc., Ph.D., C.Chem., F.R.S.C.

Applications are invited for the following full-time TEMPORARY post to commence 1st April, 1986, or sooner by arrangement:

SENIOR LECTURER (Temporary) Post No. 194/EBC

To teach Micro-computer applications with special emphasis on accounting systems for the small business and generally to assist in the commercial development of the Ericsson Business Centre.

The appointment will be for 12 months in the first instance.

SALARY SCALE: Senior Lecturer Grade - £11,958 - £14,046 per annum @ 4 increments.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

Application forms and further particulars from: The Principal, Warley College of Technology, Crocketts Lane, Smethwick, Warley, West Midlands B66 3BU. Tel: 021-558 4121, (Ext. 399).

CLOSING DATE: 14 days after appearance of advertisement. (16547) 220026

SHEFFIELD
CITY OF SHEFFIELD HEALTH EDUCATIONAL COUNCIL
Project Director required.
Please see Ad on Page 72.
(16605) 220026

SOMERSET
COUNTY COUNCIL

BRIDGWATER COLLEGE
Bridgwater

(A Tertiary College maintained by Somerset County Council)

LECTURER GRADE II IN GENERAL EDUCATION required from 1st September 1986, to co-ordinate a team of staff teaching Core Skills to YTS trainees, General Studies to day-release apprentices and General Communication Studies to BTEC students. The successful candidate will have had good teaching experience and be fully aware of current developments in YTS and pre-vocational education generally. The postholder will also be expected to organise, with the assistance of another member of staff a full programme of Elective Studies for all full-time students in the college.

This post requires a person of high energy and enthusiasm who is keen to develop administrative experience.

Further particulars and application forms (returnable within two weeks of the appearance of this advertisement) are available from the Principal, Bridgwater College, Bath Road, Bridgwater, Somerset TA6 4PZ.
(17528) 220026

SURREY
EDUCATION COMMITTEE
GUILDFORD COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey GU1 1EZ
DEPARTMENT OF BUSINESS STUDIES
SENIOR LECTURER IN SECRETARIAL STUDIES
Required for 1 September 1986 a Senior Lecturer to lead and manage the Secretarial Studies Section of the Department of Business Studies.
Applicants should have appropriate qualifications and experience and be capable of implementing change.
Salary: SL Scale: £11,958 - £14,046 plus £264 fringe area allowance.
Generous relocation expenses available in accordance with County Council's scheme.
Application forms and further details from The Staffing Officer (SAE requested - quote Post Ref. SL/BS).
Closing date: 19 March, 1986. (16989) 220026

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS
Applications are invited for the following posts to be filled as soon as possible:
LECTURER II IN COMPUTING
LECTURER I IN COMMUNICATION & COMMERCIAL STUDIES
Salary Scale LECTURER II £8,076 - £12,945 p.a. LECTURER I £6,324 - £11,247 p.a. Plus £264.00 p.a. London Fringe Allowance. Generous relocation expenses in approved cases.
Please send a stamped addressed envelope for further particulars and application form from the Vice-Principal.
(13531) 220026

WEST SUSSEX
CHICHESTER COLLEGE OF TECHNOLOGY
Westgate Fields, Chichester PO19 1SB
Required as soon as possible:
TWO POSTS: LECTURER II IN BUSINESS INFORMATION TECHNOLOGY
POST A: To teach a range of high-level computer languge (COBOL & BASIC in particular) and their methodologies in a business context.
POST B: To teach data/information processing systems analysis, together with software applications in a business context.
Both posts involve teaching across a range of Business and Management Information Technology courses. Applicants should have relevant industrial/commercial experience.
Form and details from the Principal at the College, s.a.e. please. Closing date 14 days from publication of this advertisement. (17359) 220026

WEST SUSSEX
CHICHESTER COLLEGE OF TECHNOLOGY
Westgate Fields, Chichester PO19 1SB
DEPARTMENT OF ENGINEERING - LECTURER II IN COMPUTER AIDED ENGINEERING
Applications are invited from those able to make a contribution in the general area of CADAM with a teaching commitment to the CGLI 230, Pt. 3, (CAE), also BTEC Diploma in CAE and some provision for BTEC HNC courses.
Forms and details from Registrar, s.a.e. Closing date 14 days from appearance of this advertisement.
(17357) 220026

WIGAN
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
LEIGH COLLEGE
FOOD & FASHION DEPARTMENT
LECTURER GRADE I - HAIRDRESSING & BEAUTY
Ideally the candidate will be teacher trained, a graduate with good industrial and teaching experience to work in this well developed tertiary college.
Further particulars can be obtained from the Chief Administrative Officer, Leigh College, Railway Road, Leigh WN7 4AH. Tel. Leigh 608811. Closing date: 21st March, 1986. (17447) 220026

WILTSHIRE

CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham, Wilts. SN15 3QD

DEPARTMENT OF ENGINEERING

LECTURER II IN COMPUTER AIDED ENGINEERING

An Engineering Graduate is required to play a leading role in the development of the many aspects of Computer Aided Engineering within the Department of Engineering.

Applicants must be capable of teaching their specialism to HND level and be able to make a significant contribution to curriculum development within CAE.

Recent relevant experience is required, preferably in industry. Teaching experience is desirable but not essential.

The Department offers a wide range of CAE, CAD, CMC and Robotics Courses as part of its BTEC HNC/D, City & Guilds and Specialist Short Course Programmes.

LECTURER I IN BUSINESS STUDIES

Applications are invited for the above post from Graduates and/or professionally qualified persons.

Applicants are required for both posts from 1st September 1986.

Application forms and further details available from the Clerk to the Governors at the College (SAE please). (99441) 220026

WILTSHIRE

THE COLLEGE SWINDON

DEPARTMENT OF HOTEL CATERING AND RECEPTION STUDIES

Required for 1st September 1986.

LECTURER GRADE I - FOOD SERVICE.

The successful candidate will be expected to teach Food Service and be able to teach aspects of Accommodation Operations and/or Hotel Reception to students in full and part-time programmes.

BTEC National Certificate/Diploma

City & Guilds 705/707/1 and 2

Part-time and other courses

Appropriate, industrial experience and qualifications will be required.

Salary within the range £6324 - £11,247 according to qualifications and experience.

Further details and application forms (SAE please) can be obtained from - Clive Brain, Principal, The College, Regent Circus, Swindon SN1 1PT.
(13641) 220026

Colleges and Departments of Art

Other Appointments

DEVON
COUNTY COUNCIL
PLYMOUTH COLLEGE OF ART AND DESIGN
Department of Photography and Audio Visual Studies.
Part-Time Lecturers
1. A one term appointment from 7th April 1986 to teach B/TEC Higher Diploma and Diploma students.
2. Other part-time staff to supplement the full-time lecturing team for a variety of contractural periods.
Applications will be considered from a wide range of photography/film/video/AV backgrounds.
For further information please write to Head of Department of Photography and AV Studies, Plymouth College of Art and Design, Tavistock Place, Plymouth PL4 8AT. Tel: (0752) 21312, Ext. 5793. (16866) 240026

University Appointments

LEICESTER

UNIVERSITY OF LEICESTER

SCHOOL OF EDUCATION

TWO TEMPORARY LECTURESHIPS IN 14 TO 19 EDUCATION

Applications are invited from suitably qualified and experienced graduates for two Temporary Lectureships in the area of 14 to 19 education. The main responsibilities of both posts will be concerned with in-service courses, including Diplomas and taught Masters' degrees. Both Temporary Lecturers will be expected to develop approaches that will enable the School of Education to respond in the in-service needs of LEAs arising from the new scheme of funding which will begin to operate in April 1987.

Candidates should be able to demonstrate expertise in techniques of assessment with particular reference to GCSE examinations and the development of pupil profiling and/or in secondary school management.

One Temporary Lecturer will be based in Northampton, where the University has an in-service centre, and one in Leicester: the member of staff based at Leicester will however be required to contribute also to courses in Northamptonshire and Buckinghamshire.

Both appointments will be for three years dating from 1st September, 1986 on the scale £8,020 to £15,700.

Application forms and further particulars may be obtained from the Registrar (Appointments), University of Leicester, University Road, Leicester LE1 7RH, to whom completed forms should be returned by 4th April, 1986.
(17348) 280000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

NEWCASTLE UPON TYNE

UNIVERSITY OF NEWCASTLE UPON TYNE

SCHOOL OF EDUCATION

LECTURER IN EDUCATION (LEARNING DIFFICULTIES - PRIMARY)

Applications are invited from experienced and well qualified teachers, advisers or lecturers for a Lectureship in the University School of Education. It is envisaged that the person appointed will support existing initial teacher training (primary) and develop courses at an in-service level as well as engaging in research. It is essential that candidates have recent and relevant experience of working with children with learning difficulties in the primary age range, and have been involved in in-service work. Evidence of further professional study will be an additional advantage. The post is available from 1st October 1986.

Salary will be at an appropriate point on the Lecturers' salary scale: £7,520 - £14,925 per annum (under review), according to age, qualifications and experience.

Further particulars may be obtained from the Senior Assistant Registrar (F.P.), The University, 6 Kensington Terrace, Newcastle upon Tyne NE1 7RU, with whom applications (3 copies), together with the names and addresses of three refernes, should be lodged not later than 24th March 1986.
(16537) 280000

Fellowships, Studentships and Research Awards

CAMBRIDGE
SELWYN COLLEGE
Cambridge
Offer a term's residence to School teacher for the Lent Term, 1987. Applications to the Master by 14 March, 1986.
(13616) 300000

WOLVERHAMPTON

THE POLYTECHNIC
Wolverhampton

TEACHER FELLOWSHIPS

The Polytechnic wishes to appoint a number of teachers to Full-time Fellowships tenable for one term in the School of Curriculum Studies either for the Summer Term, 1986, or for any term in the academic year 1986-87.

They will be concerned with one of the following areas of investigation:

1. The microprocessor within CDT.

2. CDT: its place in the Primary Curriculum.

3. Multi-cultural Education.

These DES approved courses will be open to teachers seconded by their employing Authorities. All applicants are advised to discuss their proposals as soon as possible with their local advisers.

Enquiries should be sent to D.S. Elliott, Head of School of Curriculum Studies, Faculty of Arts, Design and Education, Castle View, Dudley West Midlands DY1 3HR.
(17368) 300000

UNIVERSITY OF EDINBURGH

PRINCIPAL

Dr J. H. Burnett has intimated his retiral from the post of Principal of the University of Edinburgh with effect from 30th September 1987.

The Curators of Patronage of the University of Edinburgh, who have the statutory duty of appointing the Principal, now invite any individual of appropriate experience and background who is interested in appointment to this post, or anyone wishing to suggest any names for consideration, to communicate in confidence and not later than 30th April 1986 with the Secretary to the Curators, Mr A. M. Currie, OBE, BA, BLitt, Old College, South Bridge, Edinburgh EH8 9YL, from whom further information is available.

(04346)

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION SOUTHAMPTON

HEAD OF THE SCHOOL OF CHIROPODY

On 1 September 1987, as a joint venture with the Wessex Regional Health Authority, a new School of Chiropody will be established at La Sainte Union College of Higher Education.

The College is seeking to appoint a Head of the School of Chiropody. The appointment will be at the Senior Lecturer/Principal Lecturer (Burnham FE) level depending on the qualifications and experience of the successful applicant. The College wishes to make an appointment to the post with effect from 1 September 1986.

Further particulars may be obtained from the Principal, La Sainte Union College of Higher Education, The Avenue, Southampton SO9 5HB (telephone Southampton 228761).

Closing date for applications 21st March, 1986. (16562)

BULMERSHE COLLEGE OF HIGHER EDUCATION

Required for September 1986

LECTURER II/SENIOR LECTURER IN HISTORY

to contribute to initial and in-service teacher education. Candidates should have Primary School experience and preferably an interest in world history/multi-cultural education

LECTURER II/SENIOR LECTURER IN MATHEMATICAL EDUCATION

to contribute to initial and in-service teacher education. Candidates should have Primary School experience and preferably experience in the use of micro-computers in mathematical education or in statistics

LECTURER II/SENIOR LECTURER IN SCHOOL MANAGEMENT

to contribute to the MSc in School Management and other teacher education courses. Candidates should have a higher degree in education management and preferably recent experience in a senior post in school.

Further particulars and application forms [to be returned by 4 APRIL 1986] may be obtained from:

The Acting Deputy Principal, Bulmershe College of Higher Education, Woodlands Avenue, Earley, Reading RG6 1HY Tel: Reading (0734) 663387 Ext 226

Berkshire County Council is an equal opportunity employer (12452)

Rolle College EXMOUTH

FACULTY OF TEACHER EDUCATION

Applications are invited for the following permanent post. The persons appointed will be expected to contribute to initial and in-service courses. Successful, recent primary school teaching experience is essential as well as good academic qualifications in the appropriate subject.

All appointments tenable from 1st September 1986.

1. **Lecturer II in EARLY DAYS**
   With substantial teaching experience in infant/first schools and an interest in home/school and community relationships.
2. **Lecturer II in SCIENCE**
   We are seeking a lecturer knowledgeable about, and enthusiastic for work with students and teachers in Primary Science, to contribute to the Biology and/or Environmental Science in the Science main course.
3. **Lecturer II in ENVIRONMENTAL AND SCIENTIFIC STUDIES WITH GEOGRAPHY**
   To contribute to the interdisciplinary course in Environmental Science and to the main subject course in Geography.
4. **Lecturer II in ENGLISH AND HUMANITIES**
   To contribute to the interdisciplinary Humanities course and to the main subject course in English Literature.

Salary for Lecturer II: £8,076 - £12,945.

Further details and application forms from the Secretary to the Principal, Rolle College, Exmouth, Devon EX8 2AT. (15765)

FELLOWSHIPS, STUDENTSHIPS continued

NORTH HUMBERSIDE

PRIMARY SCHOOL P.E.

Applications are sought from teachers for a two term teacher fellowship tenable at the University of Hull, Department of Educational Studies, to run consecutively in the Autumn and Spring terms of 1986/87.

The appointee will take part in a Humberside LEA investigation of the in-service needs of primary school teachers in the teaching of P.E.

Secondment will be available for Humberside teachers.

Further information may be obtained from the Secretary to Education, University of Hull, 173 Cottingham Road, Hull, N. Humberside, to whom application should be addressed. Closing date 22nd March, 1986. (16972) 300000

Colleges of Higher Education

HUMBERSIDE

HUMBERSIDE COLLEGE OF HIGHER EDUCATION

SCHOOL OF TEACHER EDUCATION

Applications are invited for the post of L2/SL INFORMATION TECHNOLOGY

L2 £8,076 - £12,945
SL £11,958 - £14,046 (bar) £15,045

The postholder will be required to contribute to the teaching and continuing development of micro computer based information technology and its application to PRIMARY EDUCATION. Applicants should be appropriately qualified and experienced and keen to develop research interests and activities in micro applications. Experience in some of the following is required: data retrieval systems, computers in control, word processing, classroom based micro applications.

Appliction forms and further details from: The Personnel Office, Humberside College of Higher Education, Cottingham Road, Hull HU6 7RT. Tel: (0482) 446506. (17826) 340026

WESTMINSTER COLLEGE OXFORD

PRINCIPAL LECTURER in PRIMARY EDUCATION

(Burnham FE Scale £14013-£17619)

The College intends to appoint with effect from 1st September 1986, a suitably qualified person to take responsibility for its role in primary education, 5-12 age range. The successful candidate will lead a team of staff and teachers involved both with courses for ITT (B.Ed. and PGCE), and a large, innovative INSET programme, including research students.

Further details are available from the Principal's Secretary, Westminster College, North Hinksey, Oxford OX2 9AT, telephone number Oxford (0865) 247644. Final date for applications is Wednesday, 26th March 1986.

This is a second advertisement, all previous applications will be considered. (12464)

EALING COLLEGE OF HIGHER EDUCATION

SENIOR LECTURER IN ACCOUNTING AND FINANCE

We require a well qualified graduate able to teach Management Accounting to our CNAA undergraduate courses including Economics, Business Studies and in particular B.A. Accounting Studies.

Salary: £12996 to a possible maximum of £16083 pa inclusive of London weighting.

The post is tenable from 14th April 1986 or anytime until 1st September 1986.

Application from and further details from The Personnel Office, Ealing College of Higher Education, St Mary's Road, Ealing, London W5 5RF.

Closing date: 20th March 1986. (04326)

Colleges of Education with Teacher Training

V.S.O.
Please see display ad. under 'Overseas appointments'. (17797) 360026

Assessment Centres

HAMPSHIRE

PALMERSTON HOUSE SCHOOL UNIT
Romsey SO5 8AQ

Teacher in Charge, Scale 3 required September 1986 for this Assessment and Observation Centre.

Further details and application forms available from the Area Education Office, Southgate House, St. Swithun Street, Winchester on receipt of a foolscap s.a.e. Closing date for completed application forms 7th April 1986. (17830) 420000

Youth and Community Service

DORSET
COUNTY YOUTH SERVICE
BOURNEMOUTH TOWN CENTRE DETACHED YOUTH WORK PROJECT
DETACHED YOUTH WORKER
Salary JNC Range 3 Points 4 - 8, £8,595 - £9,651
Applications are invited from suitably qualified and experienced women for the above post which initially is for a period of 5 years. The woman appointd will have a particular care for girls and young women at risk. Full working co-operation with the Project Team Leader will be required. Part of the task will be to advise the Project Management Committee and take appropriate action with regard to the needs of girls and young women. It is expected that part of this task will involve an emphasis on personal hygiene and maternity counselling.
Application forms and details available from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of a s.a.e. (17508) 440000

MORAY HOUSE COLLEGE OF EDUCATION POST OF DIRECTOR SCOTTISH CENTRE FOR EDUCATION OVERSEAS

Applications are invited for this major post, the holder of which is responsible to the Principal of the College for the work of the Centre. The Scottish Centre is one of the major units for education overseas in the United Kingdom. It is long established with specialists in such fields as English language teaching and educational management as applied to developing countries. It offers an extensive range of courses including a number at Degree and Master's level which are validated by CNAA. Candidates must be university graduates with relevant academic/teaching qualifications recognised in the United Kingdom; teaching/management experience both in the United Kingdom and abroad is also essential. Salary £20,343 per annum.

Further particulars and form of application may be obtained from **The Secretary, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ.** The closing date for receipt of completed applications is **Friday, 4th April 1986.** (04342)

SURREY COUNTY COUNCIL

* Temporary housing may be available.
* Generous relocation expenses in approved cases.

ROYAL EARLSWOOD EXTENDED EDUCATION CENTRE
Head of Centre – Senior Lecturer

Salary Scale £11,958 – £14,046
plus £264 London Fringe Allowance.

The Authority is to establish a Centre for Mentally Handicapped Young People and Adults at Royal Earlswood, Redhill, from September 1986.

Applications are invited from suitably qualified and experienced people for the post of Head of Centre. The successful applicant will need to be a resilient person capable of developing links with the Health Authority, Social Services Department and Voluntary Organisations.

Application forms and further details can be obtained from the County Education Officer (FE/MED), County Hall, Kingston-upon-Thames KT1 2DJ.
Closing Date 18 March 86. (12448)

Buckinghamshire County Council

BUCKINGHAMSHIRE
An Equal Opportunity Employer
Education Department

Head of Adult Education
Wing (temporary for 1 year)

Burnham FE Lecturer II £10,455 – £12,945

Applications are invited from suitably qualified persons with experience in adult teaching and/or training for this temporary one year post vacant due to the secondment of the present post holder. The successful candidate will be expected to have a lively and enthusiastic approach to working with adults in a rural community. He/she will be responsible for the varied programme of day, evening and occasional weekend activities for adults in the area. The person appointed will be expected to take up post as soon as possible.

Application forms and further details from the Chief Education Officer (Reference J13), County Hall, Aylesbury, Bucks HP20 1UZ. The closing date for return of applications is 21 March 1986.

Further enquiries may be made to Jane Mallows, Adult Education Coordinator, Telephone Aylesbury 5000 Ext. 765. (04397)

SURREY COUNTY COUNCIL

* Temporary housing may be available.
* Generous relocation expenses in approved cases.

ROYAL EARLSWOOD EXTENDED EDUCATION CENTRE
Lecturer Grade I

Salary Scale £8,324 – £11,247
plus £264 London Fringe Allowance.

The Authority is to establish a Centre at Royal Earlswood, Redhill to provide education for Mentally Handicapped Young People and Adults. Applications are invited from suitably qualified and experienced people for the post of Lecturer Grade I from September 1986.

Application forms and further details can be obtained from the County Education Officer (FE/MED), County Hall, Kingston-upon-Thames KT1 2DJ.
Closing Date 18 March 86.

Male Teacher

(Arts & Crafts/Physical Education)

Burnham Scale 1 -
£5442 – £8556 (bar) £9201 per annum
plus Extraneous Duty Allowance of £2577 per annum and Approved School Allowance of £1110 per annum

This post is available at Riverside, Doveleys, Nr. Rocester, Uttoxeter which comprises a Community Home School (40 boys, 10 girls) and an Observation and Assessment Centre (22 boys, 6 girls).

A full-time Teacher is required in the Training School to teach Arts and Crafts/Physical Education. The successful applicant would be expected to fulfill an average of 15 hours Extraneous Duty which will involve the taking of recreational pleasure activities during the evenings and some weekends.

To arrange an informal discussion and/or visit please contact Mr.J.Goldie, Officer-in-Charge - telephone Rocester 590214.

For an application form and further details contact the Director of Social Services, 69 Foregate Street, Stafford. Tel. Stafford 3121 Ext. 7144/5.

Closing date 19th March, 1986.

Canvassing will disqualify. Trade Union membership is desirable.

This post is exempt under Section 7(2)(b)(d) & (e) of the Sex Discrimination Act 1975.

Staffordshire County Council

County of Cleveland

Re-advertisement

EDUCATION DEPARTMENT

Temporary Deputy Warden

Salary in accordance with J.N.C. Scale 1, Points 5-8, £6,543 - £7,176.

Required at Grangetown Boys' Club, Broadway, Grangetown, Middlesbrough.

Applications are invited from suitably qualified and experienced persons for the above post in a well established Club, east of Middlesbrough. The Club does offer some facilities for girls and the post offered may appeal to newly qualified men and women seeking their first full time appointment in the service, although experienced applicants may find the post attractive and challenging.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the County area.

Previous applicants need not reapply as they will be automatically reconsidered.

Application forms are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, to whom completed forms should be returned by 21st March, 1986.

We are an equal opportunities employer. (04322)

UNITED WORLD COLLEGE OF THE ATLANTIC EXTRAMURAL CENTRE

Applications are invited for the post of Director which will be vacant from the 1st June, 1986. Starting date negotiable.

Atlantic College, the first of the United World Colleges, has 350 sixth-form students from some 60 countries. The purpose of the Extramural Centre is to extend the College facilities to young people, including those who are handicapped or disadvantaged.

The Centre has seven full-time staff with additional staff in the summer, and an annual budget of £200,000.

The Director formulates policy over a wide range of activities, and should have a flair for personnel management and public relations. Commitment to the ideals of Atlantic College is important and experience should ideally include work with young people and qualifications in outdoor pursuits.

Applications to the Principal, United World College of the Atlantic, St. Donat's Castle, Llantwit Major, South Glamorgan CF6 9WF, from whom further details are available on receipt of s.a.e. (A4). Closing date 31st March 1986. (18866)

YOUTH & COMMUNITY continued

ESSEX
COUNTY COUNCIL

COMMUNITY EDUCATION SERVICE

Applications are invited from qualified teachers or youth leaders with relevant experience for the following posts:

WARDENS:

1) PRETTYGATE AND STANWAY YOUTH AND ADULT CENTRE

An enthusiast for informal education is required for the above Centre, situated in the pleasant town of Colchester, Essex.

The Centre is based in two comprehensive schools and a former village school. The membership of young people and adults totals approximately 3,000. The Warden is responsible for the Youth Work Programme and Adult Education provision, in conjunction with the Area Community Education Officer.

Salary: Burnham F.E. Lecturer II £9,771 - £12,099.

THE BARRETTS YOUTH AND ADULT CENTRE

The Centre was formed by the amalgamation of two seperate centres to combine the Youth and Adult services in the South Ockendon area. The Youth provision operates in two independent premises with Adult Education classes being provided in local comprehensive schools.

Salary J.N.C. Scale 4(b) £9,651 - £10,770 plus £264 Outer London Fringe Allowance.

Re-advertisement. Previous applicants will automatically be re-considered.

Application forms and job descriptions for the above posts available from the County Education Officer, Community Education Service, Threadneedle House, Market Road, Chelmsford. (Tel: Chelmsford 267222, Ext. 2662).

Closing dates for applications for both posts: 21 March, 1986. (17747) 440000

HILLINGDON
LONDON BOROUGH OF HILLINGDON

ADVISORY TUTOR - SUBSTANCE ABUSE

Grade JNC 4(1) £9,765 p.a. - £10,887 p.a. inclusive for qualified teacher/youth worker

This is a temporary two year appointment commencing as soon as possible after 1 April 1986, based in Uxbridge. It is partly funded through DES Education Support Grant, and will be integrated with an already extablished DHSS funded Substance Abuse Unit under Youth and Community Education Service management. The tutor will work with both pupils and staff in Borough schools, in an educational/preventative context concerned with drug and solvent abuse.

For informal discussion, contact Mr Lunn on Uxbridge 50625 prior to application.

Application forms and further written particulars available from Personnel Office, Civic Centre, High Street, Uxbridge. Tel: Uxbridge 50589 (24 answering service) quoting reference E/26/119XE. Closing date: 19 March 1986. (17502) 440000

MID-GLAMORGAN
BARGOED Y.M.C.A.
Require a qualified centre manager, to expand the Y&C work of the Y.M.C.A. and its Y.T.S. Workshops. Salary negotiable from JNC scale 3.
Details and application forms from: Bargoed & District Y.M.C.A., Aeron Place, Gilfach, Bargoed, Mid-Glam. CF8 8JA or Tel: (0443) 831116. (17728) 440000

NEWHAM
LONDON BOROUGH
CARPENTERS & DOCKLAND CENTRE
Gibbins Road, Stratford, London E15 2HU
Applications are invited for the post of Youh and Community Worker at the above centre, a large voluntary organisation in the London Borough of Newham.
The centre buildings include a coffee bar, over 18's licensed bar, games area, large sportshall, purpose-built judokai and fitness training area. There is a minibus, camping trailer and equipment and a cruising yacht based at the Norfolk Broads. Interested applicants must be prepared to organise both on and off site activities and must be qualified. Consideration will be given to final year students.
Salary Scale JNC3 Points 1 - 5 £7,866 to £8,844 plus London Allowance £1,038.
Further details and application forms from the warden at the above address. Anyone wishing to discuss the post, ring Norman Bagshaw on 01-534 4121. (17245) 440000

NORTHUMBERLAND
COUNTY COUNCIL
CRAMLINGTON COUNTY HIGH SCHOOL
Highburn, Cramlington NE23 6BN
Group 12, 13 - 18
Comprehensive - 1370 pupils inc. 135 in Sixth Form
YOUTH AND COMMUNITY TUTOR (Scale 2)
Qualified teacher required from September 1986, to be responsible through the Deputy Head (Community) for supervising Youth and Community activities but major involvement initially will be in the field of Youth Service. The appointment calls for candidates with energy, enterprise and imagination to develop and extend the present range of activities. Ability to drive essential.
Removal expenses and lodging allowance may be payable.
For application forms and further details send a foolscap sae to the above address to which forms should be returned within 14 days. (98233) 440000

SHROPSHIRE
COUNTY COUNCIL

(An Equal Opportunity Employer)

YOUTH SERVICE

Due to promotion of current Post Holder, experienced youth worker sought for challenging work with young people of:

Broseley and Much Wenlock.

Person appointed will be a member of the Bridgnorth District Team.

INSTEP approved Staff Development Policy.

Salary JNC Range 3, pts. 2 - 6, £8,103 to £9,087 + £363 for approved additional qualifications.

Further details, job description and application form from County Education Officer (STA/115), Shirehall, Shrewsbury, Shropshire. Tel: 0743 254406.

Closing Date 10th April, 1986.

An Equal Opportunity Employer. (17431) 440000

WILTSHIRE
INTERNATIONAL SCHOOL OF CHOUEIFAT
ASSISTANT HOUSEMASTERS
2 Assistant Housemasters are required as soon as possible for this International school for boys of the secondary age range. Accommodation will be provided. There are 2 dormitories for the older age range both with houseparents in residence. The duties of the Assistants will be to help the Houseparents in the general running of the dorms and to take responsibility for the dorms at weekends and evenings when the Houseparents are off duty. The post will also include work in the main school plus a commitment to extra-curricular activities.
Letters of application stating strengths and interests plus a full c.v. and names and addresses of 2 referees should be sent to: The Student Life Officer, The International School of Choueifat, Ashwicke Hall, Marshfield, Nr. Chippenham, Wiltshire SN14 8AG. Tel: Bath 891841 Ext. 222. (17652) 440000

Overseas Appointments

BELGIUM
THE BRITISH SCHOOL OF BRUSSELS
Requires for the summer term FOR ONE TERM ONLY a teacher of boys' Physical Education and games.
Apply immediately with full curriculum vitae to the Headmaster, The British School of Brussels, Steenweg op Leuven 19, 1980 Tervuren, Belgium. (17439) 460000

BERMUDA

Applications are invited from teachers of general primary subjects and special education (ESN (M)) to take up exchange teaching positions in Bermuda for one academic year from September 1986.

Ideally applicants should be between 25 - 45 yrs. with five years' teaching experience.

Full air fare will be paid plus allowance of £525.

Interested? Please contact: Christine Miller, League for the Exchange of Commonwealth Teachers, Seymour Mews House, 26-37 Seymour Mews, London W1H 9PE, Tel: 01-486 2849, for further details and application forms. (12003) 460000

GREECE
Experienced EFL teacher, University or College graduates are required. One-year or longer-term contracts.
Please send C.V. - degree copies to: S.G. Strategakis, 24 Prox. Koromila St., 546 22 Thessaloniki, Greece. (16304) 460000

INDONESIA
Requies a Director of Studies.
The successful applicant will have a TEFL qualification such as an RSA Dip and a minimum of 3 years EFL experience preferably overseas. 2 year contract to start as soon as possible.
For further information and applications write to: Teacher Selection, International House, 106 Piccadilly, London W1V 9PL. (16577) 460000

BRUNEI

SECONDARY EFL TEACHER

The Centre is recruiting an EFL TEACHER to fill an immediate vacancy. The teacher will join 50 Centre teachers currently working in Secondary Schools in BRUNEI.

Taxfree salary from B$3,050 - B$4,070 per month with generous tax-free gratuity on completion of contract. Other benefits include housing at nominal rent, fares and medical services. Contracts run until December, 1987.

Applicants must have an Honours degree and PGCE, a minimum of 5 years teaching experience, of which two should be in TEFL.

For further information telephone Judith Brooks at the Centre for British Teachers, 01-242 2982. (17732) 460000

ISTANBUL & ANKARA
THE ENGLISH CENTRE
Requires EFL teachers for Istanbul and Ankara. Qualifications: University degree and RSA Prep Cert. Guaranteed salary and conditions. All our teachers are English and qualified.
Apply with CV and details of RSA Prep course to: 5 Winchfield Way, Rickmansworth, Herts. WD3 4DL. (17342) 460000

Principal Education Officer (Examinations)
Solomon Islands

The duties of the post include acting as Secretary to the Examination Board and Chairman of the English and Maths panels.

Other responsibilities will be the preparation and supervision of examination papers, including security, and the validation and grading of examination results. The administration of overseas examinations and part-time teaching of assessment techniques will be further tasks.

Candidates should be British Citizens, aged 30-50, educated to degree level with experience of preparing candidates for national examinations at secondary level. Chairmanship of a curriculum panel is also desirable.

The appointment is on contract to the Government of the Solomon Islands for a period of two years. Local salary is in the range SI $9,774 to $11,062 pa, plus a tax free supplement, payable by ODA, in the range £9,420 to £12,824 pa. A terminal gratuity of 25% of local salary is also payable on satisfactory completion of contract. Other benefits include free passages, children's education allowances and subsidised accommodation.

Exchange rate as at 18th February - £1.00 stg.—SI $2.2492.

For further details and application form, please apply, quoting ref. AH369/JC/TES, stating post concerned, and giving details of age, qualifications and experience to: Appointments Officer, Overseas Development Administration, Room 351, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.

OVERSEAS DEVELOPMENT ODA
Britain helping nations to help themselves

TRINITY GRAMMAR SCHOOL AN ANGLICAN FOUNDATION

requires from January, 1987, a

MASTER OF THE PREPARATORY SCHOOL

This Preparatory School is the largest in Australia and is well known and highly regarded. Classes range from Kindergarten to Year 6 and a fully qualified and dedicated staff of twenty-six catyers for the needs of the 520 boys. Outstanding musical and computing activities and an extensive inter-school sporting programme are features of the School.

The successful applicant must be an outstanding school teacher with several years of teaching and administrative experience, and a person of Christian character.

The Preparatory School is some five kilometres from the Senior School at Summer Hill and the Master will be responsible in all aspects of his work to the Headmaster.

Information about the School and conditions of appointment are set down in a brochure which may be obtained on application to:

The Headmaster
Trinity Grammar School
Summer Hill, 2130
N.S.W. Australia

Applications close on Friday, April 11, 1986.

Posts Overseas

Oman

Muscat English Speaking School (Primary)
Posts 1 – 2: Class Teachers
Post 3: Class Teacher with experience of teaching games

The Muscat English Speaking School (Primary) provides a British-type education for children aged 4-11 of many nationalities. The school has new purpose-built premises in a well established residential area.

Duties: to teach the full range of primary school subjects. Post 3 also to teach games.
Qualifications: Candidates should have a UK teaching certificate and a minimum of three years' UK primary school experience, and should be UK citizens aged 25 to 35 with a British educational background, either single or a married teaching couple. A driving licence is essential and overseas teaching experience an advantage.
Salary: on a scale OR 3960 – 7560 per annum free of local tax, plus overseas living allowance OR 80 per month and car allowance OR 40 per month (£1 – OR 0.55 approx).
Benefits: free furnished accommodation, settling-in allowance OR 100, medical insurance contribution (BUPA), terminal gratuity or contribution to superannuation scheme as appropriate, passage-paid annual leave, baggage allowance.
Contract: two-year local contract, guaranteed by the British Council, from 1 September 1986, renewable by mutual agreement.
Closing date for applications: 4 April.
Reference: 85 A 109-111T

The following posts are funded under Britain's Aid Programme to developing countries:

Cameroon

Mathematics Teaching Adviser Ministry of National Education South West Province, Buea

Duties: Initially to conduct a teachers' needs analysis and investigate the possibility of establishing centres of excellence to use as models; subsequently to organise and run in-service teacher training sessions and produce teaching guidelines and related materials; to collaborate on syllabus and teacher development; to advise the Ministry on examination development.

Qualifications: Candidates, preferably without school age children at post, must be UK citizens with a British educational background. They must have a degree in Mathematics, a Secondary Teacher Training Certificate, and at least 5 years teaching and teacher training/Local Authority experience. MEd in Mathematics desirable. Overseas experience and the ability to drive essential.
Salary: £10,330 – £14,925 pa.
Overseas Allowance: £3421 – £9498 pa depending on salary level and marital status.
Closing date: 26 March 1986. Post tenable from September 1986.
Reference: 85 K 97T

Nepal

Head of Mathematics Budhanilkantha School

Budhanilkantha School, 7 miles from Kathmandu, is an English-medium boys' boarding school with about 600 Nepalese pupils aged 9-19. The Headmaster and 7 other staff have been recruited by the British Council.

Duties: to teach Mathematics and Computer Studies at any level in the school, with emphasis on the Nepal School Leaving Certificate (age 16 years), Cambridge 'O' level Mathematics syllabus D and Additional Mathematics, plus the 'A' level Mathematics 2-year syllabus commencing in February 1986; to act in an advising capacity for the Mathematics Department; to carry out some residential and extra-curricular duties, as a member of a House pastoral team.
Qualifications: candidates, preferably male, aged 30-45, must be UK citizens with a British educational background. They should have a first degree in Mathematics, a PGCE and five years' experience at Head of Department level overseas. Some experience of computer education is also required. Boarding school experience is desirable.
Salary: £8,772 – £12,069 per annum.
Overseas Allowances: Nil.
Closing date: 26 March 1986. Post tenable from June 1986 or asap.
Reference: 85 K 95T

For further details and an application form please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

OVERSEAS POSTS
continued

ITALY
Governess for excellent family, two children. Also teach them English. Tel: 01-946 5728. (17244) 460000

ITALY
ROME, ITALY
u83An international day school with English curriculum requires for September 1986 well qualifid teachers, preferably with two years experience, for the following posts:
1. Biology to 'O' and 'A' level
2. Junior teacher for vertically grouped class.
Applications by express letter giving curriculum vitae, tel. no., names, addresses and tel. nos. of three referees to: the Chairman, The New School, Via Della Camilluccia 669, 00135 Rome, Italy.
Closing date for applications 24th March. Interviews mid April. Candidates selected for interview will be informed by 28th March. (17611) 460000

KENYA
Maths GCE London A-level. Teacher preferably under 35 and single required Sept. 86 in v.small, happy, private Science College. Only 16 periods/wk. Free housing on delightful grounds, no commuting, heated swimming pool, orchard, babbling brook. Supermarket 3 mins, Nairobi 10 mins. K£1,000 car loan. Salary K£5,000. C.V., photo, 2 written refs - P.O. Box 14914; STD phone 60717 Nairobi. (12054) 460000

KUWAIT
EFL/ESP Teachers, graduates with TEFL Qualification
Send c.v., recent photograph and contact telephone number to The Director, Flat 2 Ivory House, St. Katherine by the Tower E19AT.
Tax free salary, free accommodation, annual passage plus other benefits. (16835)460000

MEXICO CITY
THE LANCASTER SCHOOL
Mexico City
This growing bi-cultural school of 450 students, recognised by both the British and Mexican Governments, requires for September 1986:-
1. Head of Mathematics. O and A level.
2. Teacher of Chemistry. Initially to O level to plan to A level. Possible Headship.
3. Teacher of Physics. Initially to O level to play to A level. Computing skills an advantage. Possible Headship.
4. Teacher of History. O and A level.
5. Teacher of Economics. A level. History subsidiary an advantage.
Desire to learn Spanish and work with Mexican staff important for all posts.
Two year initial contract. Return flight. Settling in allowance. Housing subsidy. Own salary scale.
Apply with two references d/o Mr. MacCarthy, 37 Stanhope Road, Croydon, Surrey CR0 5NS. (17626) 460000

NETHERLANDS
VAN DER PUTTLYCEUM
Eindoven, The Netherlands
International Department
Applications are invited from well qualified and experienced teachers to be responsible for running a 'foundation year' course in English as a foreign language, starting in August 1986. The course will be run in close harmony with other subject teachers. It is designed for pupils whose command of English is inadequate to participate in the curriculum leading up to G.C.E. 'O'-levels.
Qualifications required: a native command of English, relevant degree, specialist qualification in Linguistics or EFL, specialist teaching qualification and proven experience.
Applications to and further details from: Van der Puttlyceum, C/o 5- Broomleaf Road, Farnham, Surrey GU9 8DG. (16957) 460000

PORTUGAL
PRINCE HENRY INTERNATIONAL COLLEGE
Vale Do Lobo, Almansil, Algarve
A co-educational day school, pupils aged 3 to 16 years
Requires for September, 1986:
TEACHERS
SENIOR SCHOOL - English Literature/English Language/Geography.
JUNIOR SCHOOL - 2 Teachers for the 6 to 10 yr. group.
Teachers able to offer extra curricular activities will be favourably considered (e.g. Music, Dance, Drama, P.T.).
Candidates must be qualified Teachers. Married Couples would be welcome. One (1) year contract. Assistance with Travel and Local housing.
Applications w/curriculum vitae and photograph to be sent to: The Principal, Prince Henry International College, Vale do Lobo, 8100 Almansil, Algarve, Portugal. (16787) 460000

SPAIN
ENGLISH - Young TEFL teacher required to start immediately.
Send recent photo. Write ISOL Oxford-Sanmiguel L6 50001 Zaragoza. (16984) 460000

SPAIN
Vacancies for E.F.L. teachers and Head of Studies, Oct. 86 - June 87.
Applications by express post, with full curriculum vitae, testimonials and photograph, to EUROSCHOOLS, Requeira 2, Vigo 11, Spain. Telf: (86) 291749. Knowledge of Spanish essential. (17618) 460000

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY
Vacancies for Secondary Schools
West Germany
September 1986

S1. Computer Studies — Head of Department —
Scale 3 — Kent School, Hostert
Experienced graduate required, in September or earlier if possible, to lead a successful and popular department. He/She will be required to teach computer studies to all ages and abilities up to 'A' level, and continue the development of CAL throughout the entire curriculum.

S2. Mathematics —
Scale 1 — Kent School, Hostert
A graduate required to teach subject to 'A' level. Candidates should have experience of teaching to a wide range of abilities within age groups 11-18.

S3. Modern Languages —
Scale 1 — Kings School, Gutersloh
A qualified and experienced teacher required to teach Modern Languages throughout the school. Applicants should be able to offer both French and German to CSE level and preferably one of these subjects to 'O' level. The opportunity for 'A' level work is available and there are strong links with the local community.

CONDITIONS OF SERVICE
Salary is in accordance with the current Burnham scales. In addition, the London Area Allowance currently £1,038 per annum is payable.
Superannuation normal rights are safeguarded.
Foreign Service Allowance. A tax free allowance is payable.
Accommodation is normally provided rent free.
Duration of Engagement initially for a period of 3 years.
All applicants should normally be resident in the United Kingdom.
Applicants should note that the preferred age for all teachers is under 47 at the commencement of the engagement.
The Civil Service is an equal opportunities employer.
Requests for an application form and further details should be made to:

Service Children's Education Authority 2a
MOD/5/66
HQ DAEd
Court Road
Eltham
London SE9 5NR
(Tel 01-859 2112 Ext 224/206)

SCEA

The closing date for completed application forms is Friday 21 March 1986. Applicants would be well advised to telephone for application forms. (04330)

SUDAN
KHARTOUM INTERNATIONAL HIGH SCHOOL
(Khartoum School Trust Ltd)
Khartoum, Sudan

A developing, presently co-educational, English-medium school, modelled on English private school system, leading to London O-Levels. Present roll 140, ages 7-17 years. Class size limited to approx. 22 pupils.
Suitably qualified and experienced staff of either sex, married or singlew, are required to fill the following vacancies as from 1 August, 1986.

1. Senior Teacher/Teacher of Mathematics — Upper School.
2. Senior Teacher/Teacher of Physics — Upper School.
3. Senior Teacher/Teacher of Biology — Upper School.
4. Teacher of General/Combined Science — Middle and Lower School.
5. Remedial Teacher to take charge of a small class of about 7 children aged 11-15 years, with various learning difficulties and disabilities.

For posts 1 to 4, the ability to teach a second subject among those listed, or Chemistry, would be an advantage.
Terms include a local salary with superannuation in local currency; Over4seas Expatriate Gratuity in US Dollars paid abroad normally quarterly; free furnished accommodation (hard furnishings); paid summer leave and free air tickets annually; free out-patient treatment at a private nursing home; settling-in allowance; transport or mileage allowance; inflation allowance; free tuition for one eligible child at the school. Contracts for two-year minimum period extendable (except for post (5) where one-year renewable contract will be considered); longer contracts preferred.

Scales:

Grade	Local Salary Range (LS)	Overseas Expatriate Gratuity (US$) Single	Married and Accompanied
3	8844/9548	4224/4754	7326/7854
4	7964/8668	3960/4356	6468/7260
5	7084/7788	3498/3894	5874/6402
5A	6556/7436	3300/3696	5478/6138
6	6028/6908	3036/3498	4950/5610
7	4796/5852	—	—
8	3630/4796	—	—
9	2200/3300	—	—

Appointments in Grades 1 and 2 are for the most senior posts of Head and Deputy Head. No expatriate appointments in Grades 7-9 are usually made except in special cases for which a special overseas gratuity could be offered. Starting position on scale will depend on qualifications, experience and seniority. Local salary is considered adequate for comfortable living at present.
For further particulars, please send a large s.a.e. to the Khartoum School Trust Ltd., c/o Box No. TES. 00499, TES, Priory House, St. John's Lane, London EC1M 4BX. Applications in duplicate with c.v. and names and addresses of three referees by letter to the same address within two weeks of the date of this advertisement. Interviews in London during March or early April.

ENGLISH LANGUAGE INSTRUCTOR
Jubail **Saudi Arabia**

A substantial petrochemicals manufacturing company, based in the new Industrial City of Jubail (East Coast), has a requirement for an English Language Instructor, who will join the training department and will be responsible for teaching English to speakers of other languages.

Candidates will be graduates in English, with a post-graduate qualification (Masters degree preferred) in TESOL. In addition at least four years' actual experience in teaching ESL (two of which should have been in the Middle East) is required, and preference will be given to candidates with direct experience in the petrochemical/refinery/process industries.

Interviews are scheduled soon, therefore interested candidates are requested to write, enclosing a full resume of career and salary history to date, specifying availability, and quoting a contact telephone number, to:

A.T.S. Recruitment Company,
Merevale House, Parkshot,
Richmond, Surrey TW9 2RP

SANDFORD ENGLISH COMMUNITY SCHOOL
ADDIS ABABA ETHIOPIA

This Independent, Multi-national School requires teaching staff for the 1986/87 session as detailed below.

The School has a student complement of approximately 700 students between the ages of 4 and 18 years in Infant, Junior and Senior Divisions. English based education is provided and the school is a centre for London University GCE and local examinations.

Applications are invited from well qualified teachers in the following fields, to commence duties from 1st September 1986.

INFANT DIVISION
Class teachers
JUNIOR DIVISION
Class teachers
SENIOR DIVISION: Subject Teachers for
Art, Boys Sport, English, Economics, History and Mathematics

Initial contracts are for 2 years and are renewable.

Salaries are in the scale 21,420 – 33,969 Ethiopian Birr gross per annum. The present January 1986 exchange rate is 3.01 Birr equals one (1) pound sterling.

Air transportation with baggage allowance is provided at beginning and end of contract and a return passage is provided to Kenya at mid contract for leave. Furnished accommodation is provided and medical expenses, excluding dental treatment, within Ethiopia are paid by the School. Conditions are favourable for married couples who both teach.

Letters of application, with detailed curriculum vitae including a contact telephone number and the names and addresses of three referees should be send by AIR MAIL to the Headmaster, P.O. Box 30056 M.A. ADDIS ABABA, ETHIOPIA To Arrive not later than 23rd March 1986. Interviews will be held in the U.K. in April '86.

(16516)

DORNIER
AVIATION TRAINING DIVISION

has vacancies for teachers of the English language to educate Cameroonians in English terminology for

ESP technical, aircraft and mathematics.

- Preference given to experienced qualified male TEFL teachers or married couple.
- One year renewable contract. Start 1st June, 1986. Spoken French an advantage. Interviews in London March/April.

Applications and CV with a contact phone number if possible to;

DORNIER GMBH, Personalreferat Ausland, Oberpfaffenhofen, 8031 Wessling, Federal Republic of Germany (12424)

OVERSEAS POSTS
continued

PORTUGAL
PRINCE HENRY INTERNATIONAL COLLEGE
Vale Do Lobo, Almansil, Algarve
A Co-educational Day School, pupils aged 3 to 16 yrs. Requires for September 1986: TEACHERS - Senior School - English Literature/English Language/Geography.
Junior School - 2 Teachers for the 6/10 yr. group.
Teachers able to offer extra-curricular activities will favourably considered (e.g. Music, Drance, Drama, P.T.).
Candidates must be qualified teachers.
Married couples would be welcome.
One (1) year contract.
Assistance with travel and local housing.
Applications w/curriculum vitae and photograph to be sent to: The Principal, Prince Henry International College, Vale Do Lobo, 8100 Almansil - Algarve - Portugal. (17648) 460000

ROME
A well established and rapidly growing English School in Rome requires, for September 1986, qualified British graduates with at least three years appropriate teaching experience for the following subjects to 'O' level: Mathematics and Science: Technical Drawing: English, Art and Girls' Games; Music. Candidates may offer one, or any combination of the above subjects. Applicants must be prepared to take part in extra curricular activities and in the pastoral care of the pupils.
Additionally, one post for experienced, qualified upper primary school class teacher.
Please apply to The Headmaster, Junior English School, via Erode Attico 52, 00178 Roma, Italy, enclosing c.v., photograph, name, address and telephone number of two referees. (98250) 460000

SPAIN
URGENT
Trained and experienced T.E.F.L. teacher required for Language School Mallorca, Spain - 3 months - 12 months contract. Commencing 1st April 1986.
Please telephone Lancing 0903 764826. (17352) 460000

Teachers of Maths, Science, English, Commerce, Home Economics and Special Education.

Cut out for the Third World?

If you're qualified in any of the following subject areas, your presence is urgently required to teach in the Third World.

Maths/Science. Secondary school posts in the Caribbean, Kenya, Papua New Guinea, Tanzania. Teacher Training in Nepal, Sierra Leone, St. Lucia. ☐

English/Modern Languages. Tertiary level posts in China, Egypt, Indonesia, Sri Lanka. Secondary school posts in Malawi, Sierra Leone, Zimbabwe. Teacher training in Ghana, Nepal, Sudan, Thailand. ☐

Commerce and Home Economics. Requests expected from the Caribbean, Sierra Leone & Tanzania. ☐

Special Education. Teachers of the deaf for Ghana, St. Lucia. Teacher of the mentally handicapped for St. Lucia. Teacher of the blind for Thailand. ☐

A professional teaching qualification at the primary or secondary level is required for some posts.
VSO volunteers should be without dependants and willing to work for payments based on local rates. Postings are for two years and most local education authorities should be prepared to consider granting leave of absence.
For details of these and other posts please complete and return.

I'm interested in volunteering My qualifications or experience are

VSO is working overseas
Charity no 313757

Name
Address

TES 7/3

Post to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW. (22p S.A.E. appreciated)

Bahrain
St Christopher's School IAPS

A complex of four distinct schools on three sites with over 1200 pupils, mostly British. There are three extended first schools serving nursery to 3rd year juniors and a middle school catering for 4th year juniors to 2nd year secondary pupils.

The following position is available from September 1986:

Head of Infants
Scale 2

Applications are invited from single females with experience in Infant or First schools and preferably a special qualification in Infant Methods.

Salary from approximately £10,000 to £14,500 per annum tax free plus allowances of £3,600 tax free. Full details will be sent to all enquirers. Free furnished accommodation, annual air fare, medical insurance and other benefits are provided.

Interviews in London 24th - 27th March.

Please apply with CV to Mr F J Smith, Gabbitas-Thring Services Ltd., 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0161.

(04383)

Gabbitas-Thring

DUBAI COLEGE
Established 1978 by Emiri Decree

Dubai College is a British style, co -educational, secondary school of some 400 pupils, conveniently situated in a purpose built complex with lavish educational and recreational facilities.

Small classes in the age range 11-18, taught by graduates of British Universities, follow a curriculum leading principally to London university (Home Centre) G.C.E. 'O' Levels (soon to become GCSE) and 'A' Levels, and also in appropriate cases to the Southern Regional Board C.S.E. Qualifications.

Paces Recruitment Consultants have been engaged to recruit the following teachers for September 1986, and applicants must be Specialist, British Trained, Graduate Teachers (minimum two years experience):

1. CDT (Design Biased)
2. Economics (with Geography)
3. Geography

An initial three year contract provides for a generous Basic Salary and Allowances, Currently Tax Free, and gulf-type conditions of service, including Terminal Gratuity, Fully Furnished, Air Conditioned Accommodation, Baggage Allowance and Return Air Fares for Summer Holidays.

Two copies of letter of application, in own handwriting, with names and addresses of two referees and, if possible, a recent photograph and a large SAE should be sent to:

Department J
Paces
68 Eccleston Gardens
St Helens WA10 3BN

To arrive before March 17. Interviews in Britain on 9 and 10 April. Forms and further particulars about the school, the posts and the area will be sent to long listed candidates. (04004)

SHARJAH ENGLISH SCHOOL
Headmaster Michael J. Short

Paces Recruitment Consultants have been engaged by the Headmaster of The Sharjah English School to recruit

AN ART SPECIALIST

For September 1986. The school, which is situated in a delightful area in the United Arab Emirates currently has 300 pupils, mostly British, aged 4 to 13½. Owing to the promotion of the present holder, an Art Teacher is required. He or she will assume responsibility for the teaching of Art throughout the school and will personally teach in the 7-13½ age groups.

We are looking for a dedicated Teacher who will be able to translate personal enthusiasm into practical encouragement. The school has well equipped Art and Pottery rooms and a flourishing Art Club. A Limited amount of teaching in another subject may be required.

A 2 year renewable contract is offered, with excellent Tax Free Salary, Terminal Gratuity, Rent Free Air Conditioned Furnished Accommodation and Annual passage to the UK. Applicants must be single status, with relevent qualifications and experience.

Two copies of letter of application, in own handwriting, with names and addresses of two referees and, if possible, a recent photograph and a large SAE should be sent to:

Department B
Paces
68 Eccleston Gardens
St Helens WA10 3BN

To arrive before March 17. Interviews in UK in early April forms and further particulars will be sent to longlisted candidates. (04006)

RUNNYMEDE COLLEGE
Madrid, Spain

British secondary private co-educational day school of 270 pupils requires qualified teachers with two years minimum teaching experience in UK for September to teach the following:

1. HISTORY AND GEOGRAPHY To teach History from First Form through to 'O' and 'A' Level and middle school Geography perhaps to 'O' Level. Ability to teach Spanish might be an advantage.
2. FRENCH AND SPANISH To teach French from Second Form through to 'O' and 'A' Level and eight periods Spanish to intermediate level.
3. LATIN The sole teacher of Cambridge Latin Course throughout the School up to 'O' level. There is usually demand from two or three pupils for 'A' Level (London).
4. ART (and Design) Throughout School from First Form to 'O' and 'A' Level. The sole Art teacher.
5. BIOLOGY From Fourth Form to 'O' and 'A' Level.

Interviews in London mid-May, Spanish Social Security. Own salary scale, Two-year contract renewable.

Write for details and application forms to Headmaster, Calle del Arga, 9, 98002, Madrid, Spain. Tel: 010-34-1-4572327.

ENGLISH LANGUAGE TEACHERS, KUWAIT

ILC GROUP

International Language Centres invites applications from English Language Teachers to join an already established language training team. Applicants should be male, native English speakers, aged between 25 and 40, of bachelor status with a degree (preferably in English or Modern Languages or Education), the RSA Prep. Cert TEFL and a minimum of two years' previous EFL experience.

The contract is for a one year period (approx) commencing late August 1986. The minimum salary, which is tax free in Kuwait, is 380 Kuwait Diners per month. Return airfares, relocation allowance, terminal gratuity, housing and daily transportation to the teaching site are provided.

Paid holidays are six weeks per year, in addition to Kuwaiti Public Holidays.

For further details and application forms apply to:

Recruitment & Contracts Division
INTERNATIONAL LANGUAGES CENTRES
1 Riding House Street
London, W1P 7PA
Telephone: 01-580 4351

— Licensed Employment Agency. Licence No SE9517 — (04317)

Oman Mining Company School

A primary teacher is required for April as Head of the English speaking school in Magan the company town. There are 25 pupils aged 5-11 mostly British.

Candidates should have at least three years teaching experience including overseas service in a similar environment. Teaching couples considered. Salary in Omani Rials from £16,000 per annum tax free. Accommodation provided and leave fares paid.

Please apply urgently with CV and names of 2 referees to Mr F J Smith, Gabbitas-Thring Services Ltd, 6-8 Sackville Street, London W1. Tel: (01) 734 0161.

(04384)

Gabbitas-Thring

Commonwealth Council for Educational Administration

The position of EXECUTIVE DIRECTOR of the Commonwealth Council for Educational Administration will become vacant from the beginning of 1987 and applications are therefore invited. The Secretariat is situated at the University of New England in Armidale, New South Wales, Australia.

The successful applicant would be required to devote approximately half of his or her time to the position, since a half time lectureship in educational administration within the Centre for Administrative and Higher Education Studies at the University is likely to be associated with the appointment. The latter would involve teaching and the supervision of theses within the appointee's field of competence. Total salary envisaged is within the range of $Aus20,000 to $Aus25,000.

Applicants should be graduates and should preferably have had experience in a senior administrative post. Ability to relate to people in a variety of Commonwealth contexts and situations would be essential. Commitment of a high order would be expected.

The position would be particularly suitable for an energetic senior person who has retired early and who feels the need for continued professional involvement.

Further details are available from the CCEA Senior Vice-President, Professor M. G. Hughes, Faculty of Education, University of Birmingham, Birmingham B15 2TT, United Kingdom.

(15755)

LONDON BOROUGH OF HAVERING
EDUCATION DEPARTMENT
HUMANITIES ADVISER

Burnham Headteacher Group 8. Salary £14,664 - £15,963 + £678 London Weighting.

Applications are invited for this newly created advisory post from suitably qualified people with successful teaching experience in History and/or Geography.

An informal interest in Economics and Religious Education would be an added qualification. A broad understanding of current educational issues and initiatives is essential. A willingness to assist the development of cross-curricular projects and links between primary, secondary and further education phases.

The successful applicant will be expected to take up the post in September 1986, working in a team of Advisers covering most of the curriculum.

ADVISER/SENIOR LECTURER FOR BUSINESS STUDIES/ECONOMICS

Senior Lecturer/Lecturer Burnham FE Scale Salary £11,958 - £15,045 + £678 London Weighting

Applications are invited for this challenging and interesting post with effect from 1st September 1986. This is a TVEI Authority and the successful applicant will be required to support this and other pre vocational curriculum developments which link Secondary schools closely with Further Education.

The postholder will spend approximately half of his/her time to advisory work with the Authority's Secondary Schools and the remainder to teaching duties in Business Studies and allied disciplines as a Senior Lecturer at Havering Technical College.

Application forms and further particulars for both posts from the Director of Educational Services, (Ref. STAFFING. JAO), Mercury House, Romford, RM1 3DR. Telephone: Romford 66999, ext. 276. Closing date 21st March 1986.

The above vacancies are exempt from the Staff Commission ring fence procedures. However, applications from employees of the GLC or MCCs with relevant experience will be welcome.

(15763)

OVERSEAS POSTS
continued

SAUDI ARABIA

ESL/CAL

SAUDI ARABIA

£ TAX FREE

Leading oil company engaged in comprehensive enhancement of training programmes. Urgent need for a Consultant (min 6 months) to develop educational software for ESL/EFL curriculum. Apply exp. preferred.

£1,500/month, no tax, all living exp. paid.

Further details from or write to: Dudley Harrop, Chemsult Ltd., Recruitment Consultants, 23a Duke Street, Henley-on-Thames, Oxon RG9 1UR. Tel: (0491) 571878. (17449) 460000

SPAIN
SANTIAGO DE COMPOSTELA CHESTER COLLEGE (Independent School)

Teachers required for English Summer School (July/August 1986) and for the academic year 1986-87.

1. Nursery/Infant teachers with at least two years' experience to teach English, other subjects and sport activities to Spanish children.

2. Experienced E.F.L. teachers, with an interest in sport and other cultural activities, for age-range 9-16.

3. Experienced E.F.L. teacher for doctors and medical students.

Apply by letter to the Director, Chester College, Montouto Teo, Santiago de Compostela (Coruna), Spain, enclosing C.V., address and telephone number, a recent photo and full details (inc. tel. number) of two referees.

Interviews to be held in London at Easter. (17078) 460000

SPAIN
ENGLISH INTERNATIONAL COLLEGE
Carretera Cadiz-Malaga 189, Marbella, (Malaga)

Qualified and experienced teacher of HISTORY required for September in this all-age (3 - 18) school of 350 international students following a purely English curriculum. The successful candidate will be required to offer other subject(s), and English, Spanish, Games, Music are of particular interest.

Suitable candidates may also be considered for the newly created post of DEPUTY HEAD.

Letter of application plus curriculum vitae to the Headmaster as soon as possible. (17243) 460000

SPAIN
THE INTERNATIONAL SCHOOL AT SOTOGRANDE
Costa Del Sol
For September 1986.

SENIOR TEACHERS for combinations of Science & Maths (Middle School), Geography, Spanish (GCE), Sports.

INFANT AND JUNIOR TEACHERS. BOARDING: Assistant Supervisor (residential) with part-time teaching or catering.

Apply: Principal c/o A Capurro & Sons Ltd., 20 Line Wall Road, Gibraltar. (17609) 460000

SPAIN
ALORA COLLEGE
Marbella

E.F.L. Teacher required Sept. 1st 1986 to take charge of the subject throughout this all-age international school and lead a team of 3. In addition to teach adult classes.

Applications with full c.v. to be sent to the Director within two weeks of this advertisement.

Interviews in U.K. Spring 1986. (17642) 460000

TENERIFE SOUTH

Two Experienced Teachers wanted for September 1986. Posts could suit a man/wife team.

1) English & French specialist to teach to 'O' level standard.

2) Teacher for preschool, children up to 5 years of age.

Write giving BRIEF details :- The Head, Wingate School, Cabo Blanco, Arona, Tenerife. (16944) 460000

SUMMER TEACHING JOBS IN AMERICA: work on American childrens' camps, mid-June to end August; see ad under 'Holidays and Accommodation'. (94235) 460000

SWITZERLAND
AIGLON COLLEGE
Chesieres Villars, Switzerland
HMC Independent coeducational school for 260 pupils (11 - 18 years)

The College seeks a Bursar. The man or woman appointed will have wide administrative and financial experience with a high degree of responsibility. Bi-lingual French and English is a necessity: other languages an asset. The post becomes vacant in August 1986. Salary in the region of £25,000 per annum, subject to negotiation.

Further information available from The Chairman of the Governors, Aiglon College, c/o Headmaster's Office, Fettes College, Carrington Road, Edinburgh EH4 1QX. (16971) 460000

TOKYO

Wanted an experienced teacher of Art with Degree Qualifications, to teach all ages from 11 - 18 years. Experience in teaching O.L., A.L. and I.B. programs necessary. Expertise in painting required.

Please send C.V. and three references to:- The Headmistress, International School of the Sacred Heart, 3-1 Hiroo 4 chome, Shibuya-ku, Tokyo 150. Japan. Tel: 400 3951-2. (98941) 460000

TURKEY

Graduates with TEFL qualifications (prep) required by Ministry of Education recognised and Cambridge Board nominated Language Centre. Free Accommodation; Medical Cover; Travel Expenses; Attractive Local Salary.

Send c.v. and photo to: The Principal, Cagdil, Altiparmak Caddesi, Bursa, Turkey. (17657) 460000

UNITED STATES OF AMERICA

Pittsburgh, PA:
3 Montessori Certified teachers needed for 3 - 6 years and 1 Montessori Elementary teacher for 6 - 9 years at well established school.

Send resume; April interviews. Montessori Centre Academy, 1014 Wm. Flynn Hwy., Glenshaw, PA 15116 U.S.A. (16932) 460000

Administration Local Education Authority

ESSEX
COUNTY COUNCIL

Careers Service

TEMPORARY CAREERS OFFICER (EMPLOYMENT LIAISON)

Scale 4 or 5 or 6

£6,900 - £7,713 or £7,920 - £8,697 or £8,979 - £9,591

Post No. CO 865

Brentwood

This post is temporary whilst the permanent postholder is covering for the absence of staff on maternity leave.

The Careers Officer appointed will work with unemployed young people, helping them to find jobs or suitable training courses.

Closing date: 21st March, 1986.

Application forms and further details from (s.a.e. please) the County Education Officer (P), P.O. Box 47, Market Road, Chelmsford, Essex, CM1 1LD (Tel: Chelmsford 267222, Ext. 2626). (17742) 460000

HEALTH EDUCATION COUNCIL
MY BODY PROJECT
Project Director

My Body Project is a primary school health education project, with particular relevance for children aged 10 to 12. Children use the cross-curricular project materials to study the working of the whole body, with special reference to the health of the breathing system and the effects of air pollution and smoking. Since its publication in 1983, the Project has been disseminated by means of in-service to over 60 LEA's in England, Wales and Northern Ireland.

The HEC and Sheffield LEA now seek a qualified teacher, Health Education Officer, or lecturer with primary school experience for a 3 year appointment, starting as soon as possible. He/she will lead a Team which will continue the dissemination, evaluation and development of this important project.

Applicants will be paid present salary scale plus an appropriate honorarium of £1,170. Will be based in Sheffield but travelling elsewhere and periods away from home will be required.

In the case of a Sheffield teacher being appointed the period of appointment will constitute a secondment. If this is not the case the successful applicant will need to negotiate secondment arrangements with his/her employer.

APPLICATION FORMS AND FURTHER DETAILS FROM CHIEF EDUCATION OFFICER, EDUCATION DEPARTMENT, TEACHERS DIVISION, PO BOX 67, LEOPOLD STREET, SHEFFIELD S1 1RJ. CLOSING DATE 21ST MARCH.

(19565)

City of Sheffield
An Equal Opportunity Employer

LONDON BOROUGH OF EALING

This post is subject to the LMGSC ring-fence procedure. With their agreement it is now being offered on an unrestricted basis. Applications are invited from anyone with appropriate qualifications or experience, but priority will be given to employees of the GLC of MCCs.

PROFESSIONAL ASSISTANT
£13,206–£14,355 p.a.

(with possible progression after one year to a scale with a maximum of £15,441)

Applications are sought from an energetic and able graduate with at least five years successful teaching experience who wishes to pursue a career in educational administration at a professional level.

Please quote reference: ED 760/A. Closing date 26.3.86.

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

TUTOR
Basic Education Scheme, The Study Centre, Churchfield Road, Ealing W13

£96.10 per week for 10 hours per week

Part-time teacher required from April 14th 1986 to teach literacy to unemployed adults at this drop-in centre for literacy, numeracy and E.S.L. Experience in adult literacy is essential and interest or background in E.S.L. also an advantage. Must have sympathetic personality and be able to relate to students and volunteer teachers.

Applicants should be unemployed or under threat of redundancy. The post is funded under the MSC VPP scheme and is for an initial period of up to 52 weeks.

Ring Gill Conneller for further details and application forms on 01-579 6329.

Please quote reference: ED787. Closing date 20.3.86.

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annexe, New Broadway, Ealing W5 2BY. Tel: (01) 840 1995 (24 hour service). (04350)

CAMBRIDGESHIRE

EDUCATION DEPARTMENT

SENIOR INSPECTOR
FOR MICROTECHNOLOGY AND LEARNING RESOURCES

Soulbury Group 8 £14,664 – £15,963

Applications are invited from suitably qualified persons, with wide experience, for the above post based in Huntingdon. Duties will include advising on learning resources and the use of Microtechnology within the Education Service.

Details and application forms obtainable from: Chief Education Officer, Shire Hall, Castle Hill, Cambridge. Telephone: 0223 317920 Closing date 21st March.

(19594)

EQUAL OPPORTUNITY EMPLOYER

General Inspectors
£16,236 - £17,376

General Inspector for Science

To be responsible for advising on science at the secondary stage and for coordinating Inspectorate work in secondary school science across the County.

General Inspector for Adult and Further Education

To be responsible for advising on Adult Education across the County with some work in Further Education.

Both posts will also have a responsibility for general advisory work in a group of schools as a member of the Area team and require good relevant teaching experience.

Salary in accordance with Soulbury Group 9 at present £15,972 - £17,112, plus £264 Fringe Allowance.

Application form from County Education Officer (Ref NTP) Education Department, County Hall, Kingston upon Thames KT1 2DJ, on receipt of a sae. Closing date: 21 March 1986.

SURREY COUNTY COUNCIL

EDUCATION DEPARTMENT

ADVISER FOR EDUCATION AND TRAINING

Soulbury H.T. Group 8
£14,664–£15,963 (under review)

Applications are invited for the post of Adviser for the Education and Training of 14–19 year olds which will include curricular developments in the last two years of compulsory education and all work in the Authority's sixth form colleges, the College of Further Education and Y.T.S. Units.

Applicants should have extensive experience in work with these age groups and this post offers a major challenge at a time of rapid change in the Authority's range of provision.

Forms of application obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury BL9 0SW (Tel: 061-764 6000 Ext 9) by 21st March 1986.

T.V.E.I. PROJECT DIRECTOR

Headteacher Scale Group 8
£14,664–£15,963

Required, as soon as possible, Project Director (Head Teacher Scale Group 8) for the Bury T.V.E.I. Project. The Project which commenced in 1984 is a dynamic scheme involving major curriculum innovation in four 11–16 High Schools and two post–16 institutions, together with a highly innovatory S.E.N. element. Candidates should have senior management experience in 14 to 19 education, detailed knowledge of curriculum change relevant to T.V.E.I. and preferably direct experience of T.V.E.I.

Further particulars are obtainable from the Director of Education, Education Department, Market Street, Bury, Lancs. BL9 0BN to whom completed applications should be returned by Monday 24th March 1986.

AN EQUAL OPPORTUNITY EMPLOYER

BURY METROPOLITAN BOROUGH

Assistant Education Officer
(Primary and Secondary)
P.O. D/E/F – £14,025 – £16,908

Applications are invited for this fourth tier post from candidates with a proven experience of management at school and, or Local Authority level and with graduate level qualifications.

The administration of the service is based on nine districts, and initially the post will be concerned with the management of schools in the Burton-on-Trent - Uttoxeter areas.

Application forms and further particulars available from the Chief Education Officer, Staffing Non-Teaching Section, Tipping Street, Stafford. ST16 2DH.

Closing date 14 days from the appearance of this advertisement. Trade Union Membership desirable.

Staffordshire County Council

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

Re-advertisement

CURRICULUM DEVELOPMENT OFFICER MULTI-ETHNIC/MULTI-CULTURAL EDUCATION IN PRIMARY SCHOOLS BASED AT COUNTY HALL, PRESTON

Salary Scale: Soulbury Headteacher – Group 8 – £14,664 - £15,963

Applications are invited from well-qualified candidates with relevant teaching experience for the above newly established post.

The successful candidate will be responsible for encouraging and assisting schools to develop materials and strategies concerned with the multi-ethnic and multi-cultural curriculum.

Application forms and further particulars are available from/returnable to the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8RJ. Telephone: Preston (0772) 263697 or 263695). Please quote Reference A1070/1/PJ.

Closing date: 21st March, 1986. 04364

ADMINISTRATION
L.E.A. – continued

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

ASSISTANT EDUCATION OFFICER
(Planning and Development)
Salary Scale: PO 46 to 49 – £15,831 – £16,908 p.a.

County Hall, Preston

Applications are invited for the above senior post in the Lancashire Education Service.

Applicants should possess a good honours degree and must have had successful teaching experience preferably in primary or secondary schools. Previous administrative experience in a local authority education department will be an advantage.

The successful applicant will be responsible to the Head of Branch and will work closely with him and the Senior Education Officer (Planning and Development) principally on the programme of reviews of primary and secondary schools in response to falling rolls. Applicants should also be prepared to contribute positively in other aspects of the work of the Branch.

The postholder will be expected quickly to establish productive working relationships with colleagues in other departments of the County Council and with District Education Officers and have the capacity to absorb and analyse complex issues and to work effectively under pressure.

Application forms and further particulars may be obtained from the Chief Education Officer, Education Department, P.O. Box 61, County Hall, Preston PR1 8RJ, to whom completed application forms should be returned. Please quote Reference CO.252/1/PJ.

Closing date: 21st March, 1986. (04362)

LONDON BOROUGH OF MERTON
Education Committee
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

GENERAL INSPECTOR FOR PRIMARY EDUCATION

Salary Group 9 (Head Teacher) plus London Allowance of £1,038.

Applications are invited from qualified Teachers with extensive experience in Primary Schools, including headship, to join a committed and forward looking team of Inspectors.

Closing date: 18th March, 1986.

Application forms and further details of the post are available from the Director of Education, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 5DX. Please enclose a stamped addressed envelope.

(12459)

EDUCATION DEPARTMENT

Assistant Education Officer
(Further Education Development and Adult Training)

Salary Scale: PO(46) (£14,748 – £15,831)

This is a new post which would suit candidates with appropriate experience who are seeking promotion within education administration. Applicants should have a knowledge of further education and, preferably, teaching experience in an F.E. College.

Application forms and further details can be obtained by writing to the Chief Education Officer, Oxfordshire County Council, Macclesfield House, New Road, Oxford, OX1 1NA, to whom completed forms should be sent by Wednesday, 26th March, 1986.

(04324)

Oxfordshire County Council

General Inspector
(Development)

Salary Scale: Headteacher 8/9/10 (£14,664 – £18,141 p.a.)

Applications are invited from suitably qualified persons for the post of General Inspector (Development). The successful applicant is likely to have held a senior post in a school and to have taken an active role in both curriculum development and the preparation and delivery of staff development programmes. Experience of the changes which are taking place in those areas of the curriculum which have traditionally been regarded as having particular relevance to the education of girls would be an additional recommendation.

Application form and further particulars are available from Chief Education Officer, Staffing Non-Teaching Section, Education Offices, Tipping Street, Stafford, ST16 2DH. (Please enclose a s.a.e. for reply).

Closing date 14 days from publication. Trade Union Membership desirable.

Staffordshire County Council

EDUCATION DEPARTMENT

PRINCIPAL SCHOOLS CATERING OFFICER
SALARY SCALE: SOULBURY POINTS 21-24
£12,885 – £14,025 p.a.

Applications are invited for the above appointment from candidates with managerial/advisory experience in large scale catering preferably in the School Meals Service. Applicants should either be, or eligible to be, members of the HCIMA.

The successful applicant will be helped by three Assistant Catering Officers and clerical support and will be responsible for all matters connected with the provision of meals in schools.

A car user allowance will be paid and there will be assistance with removal and resettlement expenses in approved cases.

Oldham is situated within easy reach of Manchester with its excellent rail and road links to all parts of the country and is bounded by the unspoilt beauty of the Pennine Chain.

Application forms and further details from, Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP

Closing date 27 March 1986. (04400)

Job Sharing applications are welcome

Award Winner 1985

Oldham Metropolitan Borough
An Equal Opportunity Employer

SCHOOLS/INDUSTRY LIAISON OFFICER
(Based at Dorchester)

This important new post is intended to foster and stimulate the growing links between schools and industry/commerce in Dorset.

The Authority seeks to appoint a person of outstanding initiative and enthusiasm who will preferably have successful experience in both industry/commerce and education.

Salary will be within the Grade PO10 (Points 42-45) £14,385 to £15,453.

Application forms returnable by 21 March 1986, and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ. Tel: Dorchester 63131 Ext. 4171. Please quote post CO303X.

(12416)

DORSET County Council

Administration General

BRITISH SPORTS ASSOCIATION FOR THE DISABLED
Full-time Development Officer required for BSAD's Greater London Region.

Applications welcome from self-motivating administrators with genuine interest in sport, physical recreation and disabled people. Applications from able-bodied, disabled persons would be welcomed.

Salary negotiable within the range: £6,909 to £8,917 + London weighting according to qualification and experience.

Details from Dr. Robert Price, BSAD, Hayward House, Barnard Crescent, Aylesbury, Bucks. HP21 9PP. Tel: 0296 27889.

Closing date 21st March 1986. (16575) 500000

Child Care

GLOUCESTERSHIRE
New Barns, a THERAPEUTIC COMMUNITY for 32 emotionally disturbed boys and girls from 7 to 14, where the adults live with the children in a very real sense, is looking for one or two suitably experienced additional RESIDENTIAL MEMBERS of the TEAM, willing and able to share very fully in the whole life and work of the community. Appropriate salary scales.

Homer Lane Trust, New Barns School, Church Lane, Toddington, Cheltenham, Glos. GL54 5DH.
(16970) 540000

Educational Psychologists

DORSET
TRAINEE EDUCATIONAL PSYCHOLOGIST
(temporary post)
Applications are invited for this post tenable from 1 September 1986 to 31 August 1986. The successful candidate will be expected to secure a place on a training course for the academic year 1988/89 for which secondment is offered.

Applicants must possess an Honours degree in Psychology, a teaching qualification and not less than two years' qualified teaching experience.

Salary Burnham Scale 3.

For application form (to be returned by 21st March) and further details send foolscap sae to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ. Informal enquiries can be made to Mr. R.E. Born, Principal County Psychologist, Tel: Poole (0202) 743800.
(12005) 560000

HERTFORDSHIRE
SENIOR EDUCATIONAL PSYCHOLOGIST
Salary: Soulbury Group 8 £14,664 - £15,963 (under review) plus London Fringe Weighting
Applications are invited for the post of Senior Educational Psychologist based in St. Albans. The post is one of four senior posts in the service, each of which carries responsibility for a different specialism and for management in an area.

The vacant post has responsibility both for severe learning difficulties and for autism and the Authority is seeking someone with experience with very slow learning and/or autistic children.

Applicants should have a good honours degree in psychology, adequate and relevant teaching experience and have recognised training as an educational psychologist. In addition applicants should have had experience post training as an educational psychologist. Applications would be welcomed from those with experience as both educational and clinical psychologists.

Informal enquiries may be made to the Principal Educational Psychologist, Miss D.A. Gibbs (Hertford 55 5759). Further details and application forms obtainable from the County Education Officer (ref: JWD), Education Department, County Hall, Hertford, Herts. SG13 8DF, to be returned not later than Friday, 11th April, 1986. (16771) 560000

DORSET
EDUCATION COMMITTEE
Required from 1 May 1986
TUTORIAL CLASS TEACHER SCALE 2
WESTERN AREA
BASED AT PSYCHOLOGICAL SERVICE CENTRE IN WINTERBOURNE MONKTON NEAR DORCHESTER
Main Duties include the teaching of children with specific difficulties in learning, attending the Centre on a part-time withdrawal basis from school.

Peripatetic work may also be involved.

Specialist teaching qualifications and/or experience in remedial or special education are essential.

Applicants must possess a valid driving licence.

For further details and application form (returnable by 17 March) send foolscap sae to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.
(16993) 560000

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT

APPOINTMENT OF EDUCATIONAL PSYCHOLOGIST

Educational Psychologist, Northampton area

Salary range for fully qualified staff - Soulbury scale QT4.5 to HT7.4, £11,031 - £14,979

Applications are invited from suitably qualified persons for the above post, which will take effect from 1st June, 1986 or as soon as possible thereafter.

Applicants should have an honours degree in psychology (or its equivalent), should be an experienced teacher and should have a recognised postgraduate qualification in educational psychology, or expect to have such a qualification by September, 1986.

The post holder will be expected to hold a full driving licence and an allowance will be paid for the use of a private car for official business.

Further details and application form, returnable by 21st March 1986 are available from the County Education Officer, ref. G/ST/VS/K15, Northampton House, Northampton. For informal information contact Mr. D. Lucas, Principal Educational Psychologist or Ms. S. Tomson, Senior Educational Psychologist, Northampton (Tel: Northampton 32814/5).
(17760) 560000

HEREFORD CATHEDRAL SCHOOL

seeks to appoint a

BURSAR

and Clerk to the Governors at this 11-18 co-ed day and boarding school of 560 pupils for September, 1986.

Similar experience an advantage but applications from younger qualified accountants welcomed. Experience of modern management techniques and computer applications helpful. Salary not less than £15,000.

Details from Peter J. Prior, C.B.E., F.C.A., Chairman of Governors, The Cathedral School, Hereford HR1 2NN. Closing date 4th April, 1986.

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1. ASSISTANT EDUCATION OFFICER
(Nursery and Primary)

2. ASSISTANT EDUCATION OFFICER
(Secondary/Tertiary)

T. O. (D) £12,168–£13,308 p.a.

Applications are invited for these fourth tier posts, both of which would be suitable for new entrants to educational administration. Candidates must have teaching experience. The post of Assistant Education Officer (Secondary/Tertiary) is offered as a temporary two year secondment; the other post is permanent. Both posts will offer excellent opportunities to become involved in a wide range of responsibilities across the designated sector of education.

Application forms and further particulars are obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE (Tel: 061-480 4949, Ext. 3813), by 21st March 1986.

(04339)

STOCKPORT
An Equal Opportunities Employer

Education Officer
(FURTHER AND COMMUNITY EDUCATION)

Salary: PO (£13–16) – £15,453 to £16,555

Applications are invited for the above post, which will be vacant on the 1st May 1986. Responsibilities will be across the whole spectrum of Further and Community Education, and the postholder will be expected to exercise initiative and to make a significant contribution to the development of the service.

Application forms and further details obtainable from the Director of Education, County Hall, Chichester, West Sussex PO19 1RF, or by telephoning Mrs Vigor on Chichester 777763.

Closing date: 21st March 1986. (04349)

west sussex

FURTHER EDUCATION UNIT

The FEU which is an advisory, intelligence and development body for further education requires as from 1 September 1986:

Development Officer

To assume responsibility for work in the area of mainstream Business Education.

Applicants should have experience over a wide range of FHE curricula, teaching experience is essential and experience in curriculum and staff development and dissemination desirable. Experience in Marketing FHE and/or enterprise education would be an advantage. An ability to work as an FEU team member, with FE/training staff in a variety of institutions and to write reports, is also necessary.

The post will be based in London, but some travel will be involved.

Salary range £14,873 - £19,728
(including £1,365 per annum London Weighting)

The appointment will be for a period of three years with a possible extension of not more than a further two years. Secondment from present posts is preferred but other arrangements are possible.

Application forms and further information are available from: The Further Education Unit, Room 5/87, Elizabeth House, York Road, London SE1 7PH. Telephone: 01-934 9424/9423 (direct line).

Closing date for receipt of completed application forms is Friday 4 April 1986.

(04329)

LONDON DIOCESAN BOARD FOR SCHOOLS

Administrative Officer

required for work involving general administration of Voluntary Aided schools. Previous experience with Diocesan or Local Education Authority schools desirable. Ability to type essential.

Starting salary £9,500 – £10,000 depending upon qualifications and experience.

**Applications before 28 February to:
The Director,
30 Causton Street,
London SW1P 4AU
Tel: 01-821 9311 (Cynthia Norman)**

(16534)

NATIONAL FEDERATION OF WOMEN'S INSTITUTES

Education and Training Officer

He/she will review and develop NFWI Education Policy, promote its education work, liaise with outside educational bodies, co-ordinate special projects, plan, administer and devise courses in Adult Education for WI members.

Candidates should have some years' experience of working with adults, a thorough knowledge of modern policy, practice and training methods and a commitment to continuing education.

The post is London based, requires servicing a quarterly committee and will involve some travelling.

Salary within the range £10,467 – £14,073 per annum.

**Application forms and further details from:
Mrs. I. Norden,
Personnel Officer,
NFWI,
39 Eccleston Street,
London SW1W 9NT.
Tel: 01-730 7212
Closing date: 24th March 1986.** (04350)

Education Advisers

Christian Aid requires three senior educational advisers with experience in adult education to join its three Regional Groups: Africa/Middle East, Asia/Pacific and Latin America/Caribbean.

He/she will devise initiatives for educational work related to the region, prepare and develop resources and share in educational programmes related to church and secular networks.

A Christian commitment, understanding in world development and overseas experience are important. For the Africa/Middle East Group post knowledge of French or Arabic is an advantage, for the Latin America/Caribbean Group Spanish is necessary.

Apply in writing only please sending 24p stamped addressed envelope for a job description and application form to:

**Personnel Officer,
Christian Aid,
PO Box 1, London SW9 8BH.
Closing date 24th March, 1986.**

Educational Psychologist
(5 Posts)
SCHOOL PSYCHOLOGICAL SERVICE

Applications are invited from fully qualified psychologists, or from those in the process of completing their post graduate training, for the above posts which have been established as part of the development and consolidation of the School Psychological Service. The successful applicants will be involved in work both with individual children and with advisory and systems based work.

Salary on Soulbury Scale:- Q.T 5.4 £11,031 – H.T 7.4 £14,979 p.a.

Application form and further particulars available from Chief Education Officer, Staffing Non Teaching Section, Education Offices, Tipping Street, Stafford, ST16 2DH. (Enclose SAE for reply).

Closing date 14 days from date of advertisement. Trade Union Membership desirable.

Staffordshire County Council

DIRECTORATE OF EDUCATION

Senior Educational Psychologist
(Re-advertisement)

Salary Range: Soulbury Head Teacher Group 8 – £14,664 - £15,963 (Plus £678 London Weighting Allowance)

Applications are invited from fully qualified Educational Psychologists with relevant and substantial experience, for this newly created post of Senior Educational Psychologist, to commence duties on 1st April 1986 or as soon as possible afterwards. The postholder will be responsible for assisting the Principal Educational Psychologist in the organisation and management of the Service and, depending on special interests, to develop and initiate activities within these areas.

The post carries a Casual Car User Allowance. Relocation Assistance and other benefits available.

Temporary Educational Psychologist

£9,564 - £15,657

Applications are invited for an immediate temporary vacancy for a fully qualified Educational Psychologist. Commencing salary dependent upon age and experience.

Application forms and further particulars for both posts from the Educational Services Secretary, Town Hall, Crayford (01-303 7777, ext 542/543). Informal enquiries: Mrs S. E. Fox, Principal Educational Psychologist (01-303 7777, ext 580 or 541). Closing date: 21st March 1986.

Applications from employees of the GLC or MCC's with relevant experience

Bexley London Borough

EDUCATIONAL PSYCHOLOGISTS
continued

HERTFORDSHIRE
BISHOP'S STORTFORD COLLEGE JUNIOR SCHOOL
(I.A.P.S. 240 boys, boarding and day)
Required in September, a well-qualified teacher, to take charge of a class of fourteen 8-year-olds.

A willingness to enter fully into extra-curricular activities is essential, with an interest in drama, art or sport especially welcome.

The new Junior School has first-rate facilities, including a multi-purpose Hall and stage, with excellent acoustics. The 7 to 9-year-olds have their own very well-equipped building, which includes classrooms, library, craft and television rooms.

College accommodation is available.

Bishop's Stortford College salary scale (Burnham 2 - 3).

Applications in writing with full curriculum vitae and the names, addresses and telephone numbers of two referees, to The Master, The Junior School, Bishop's Stortford College, Maze Green Road, Bishop's Stortford, Herts. CM23 2PH.
(16994) 560000

NORTHUMBERLAND
Applications invited from teachers interested in training as an Educational Psychologist and willing to work for Northumberland Education Authority for at lest two years period after qualification.

Candidates should have an honours degree in psychology, or equivalent, together with teacher training and experience.

Salary - Burnham Scale 3 Points 4 - 9. Training involves a one or two year postgraduate course leading to a higher degree in educational psychology. Appointment tot he post would be conditional upon candidates, with the support of the Authority, gaining a place on an appropriate course.

Application forms and further details forward foolscap s.a.e. to Director of Education, County Hall, Morpeth, Northumberland NE61 2EF to whom completed forms should be returned within 14 days.
(17758) 560000

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of ASSISTANT EXAMINER in HEALTH HYGIENE AND SAFETY (936) BASIC TEST for the May and November 1986 examinations.

Applicants should have a relevant teaching or training qualification and a good working knowledge of the subject at this level.

Further information and application forms may be obtained from The Secretary General (A2), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ, to whom completed forms should be returned not later than two weeks from the date of this advertisement.
(16769) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invite applications for the posts of CHIEF EXAMINER and ASSISTANT CHIEF EXAMINER for ECONOMICS (618) at ADVANCED LEVEL for the 1988 examinations.

Applicants should have a degree or equivalent qualification in Economics, a minimum of four years recent relevant teaching experience and experience of external examining.

Further information and application forms may be obtained from The Secretary General (A8), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ to whom completed forms should be returned no later than two weeks from the appearance of this advertisement. (17255) 600000

YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

APPOINTMENT OF ASSISTANT EXAMINERS

Applications are invited for Assistant Examiners in the following subjects. Applicants should have at least three years teaching experience. Preference will be given to applicants living in the Board's region.

Child Care
Computer Studies
Geology
Mathematics
Office Practice
Typewriting

Further details and application forms, which must be returned by Friday 21st March, 1986, may be obtained from The Secretary (KP) Yorkshire and Humberside Regional Examinations Board, 31-33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW. (Tel: Harrogate (0423) 66991). (17771) 600000

Librarians

WALES
ASSISTANT LIBRARIAN
NATIONAL MUSEUM OF WALES
Applications are invited from professionally qualified Librarians with a degree (natural sciences preferred) for the post of Assistant Librarian. The successful applicant will be required to undertake a wide range of duties, including cataloguing and classifying. Experience of computer application to libraries would be an advantage.

Salary: Curatorial F/E £6,681 - £11,941.

Contributory pension rights under the Museum Pension Scheme.

Further particulars of the post may be obtained from the Senior Administrative Officer, National Museum of Wales, Cathays Park, Cardiff CF1 3NP, to whom applications should be submitted not later than 18th April 1986.
(17440) 620000

Miscellaneous

AVAILABLE SEPTEMBER 1986. Places on official exchange scheme to Canada. Opportunity for personal and professional refreshment whilst retaining job security. Financial assistance and comprehensive guidance available. Interviews being held shortly. Details on receipt of SAE (7X10) to LECT, Seymour Mews House, Seymour Mews, London W1H 9PE. (95200) 660000

Educational Sales Representative

Arnold-Wheaton the publishing division of E. J. Arnold, Britain's leading Educational Supplier, is looking for a full time member for their sales team covering the following areas:

East London, Home Counties East and South East of London.

The vacancy has been created by the promotion of the present Representative. Ideally, the successful applicant will have a knowledge of the teaching profession, be a self starter and eager to succeed in a new career.

The job involves visiting primary and secondary schools to sell the full range of our primary and secondary school books.

A competitive salary will be paid and a company car provided for the successful applicant.

Please send full details of your career, and salary to date including why you feel you would succeed in this challenging role to:

**Yvonne Pitchforth (Mrs), Personnel,
E. J. Arnold & Son Ltd.,
Parkside Lane, Dewsbury Road,
LEEDS LS11 5TD**

Closing date 21st March 1986.

This vacancy is open to all people irrespective of sex, race or disability.

(04323)

Pioneer Mutual

Over 25 and feeling rejected?

If you are over 25 years old and looking for a new opportunity then Pioneer Mutual is your company.

We recognise that many people already established in a career have much to offer a company like ours. With our sales and product training and technical support, together with your enthusiasm and commitment, we can help you achieve a new and rewarding career as a Salesperson providing for the insurance needs of the public.

Pioneer Mutual is an established life assurance company whose growth in recent years has been outstanding.

If you reside in the East Midlands, West Midlands or Yorkshire and would like to know more about the opportunities we offer, then please write today to Peter Gane, General Sales Manager.

Pioneer Mutual Insurance Company Limited
10 The Bull Ring
Wakefield WF1 1HA

ABI ASSOCIATION OF BRITISH INSURERS

UNIVERSITY OF LONDON
SCHOOL EXAMINATIONS BOARD

General Certificate of Education Examination

The Board invites applications for the following appointments:-

CHIEF EXAMINERS
ADVANCED LEVEL
FOR JUNE 1987 – RELIGIOUS STUDIES

FOR JUNE 1989

ART	HISTORY
BIOLOGY	ANCIENT HISTORY
CHEMISTRY (THEORY)	HOME ECONOMICS
HISTORY	GOVERNMENT AND POLITICAL STUDIES

ORDINARY LEVEL (OVERSEAS)
FOR JUNE 1988

FRENCH	PHYSICS WITH CHEMISTRY
HISTORY	RELIGIOUS STUDIES
ITALIAN	

MODERATORS
FROM 1 AUGUST 1987

BUSINESS EDUCATION SUBJECT	GENERAL STUDIES
	GRAPHIC COMMUNICATION
ENGINEERING SCIENCE	HOME ECONOMICS

ASSISTANT MODERATOR
FROM 1 AUGUST 1987
MATHEMATICS (STATISTICS)

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential.

Chief Examiners' duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners.

For application forms and further details write to The Secretary, University of London, School Examinations Board, Stewart House (Room 216), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 4 April 1986. Previous applicants for the post in Religious Studies at Advanced level need not re-apply. (16811)

TEACHERS — ARE YOU LOOKING FOR A NEW CHALLENGE IN 1986

Roboserve

Roboserve is an established and very successful international organisation employing in excess of 1000 people in the U.K. Our products are used extensively in educational, institutional and large commercial organisations.

In 1985 as part of our manpower development strategy we recruited a number of teachers to strengthen our sales force and expand the Roboserve product range into key market areas. Our ex-teaching professionals, following an intensive training programme, have exceeded even our expectations and are now an established part of our national sales effort. As a result we are searching for high calibre teaching professionals to fill a number of vacancies across the country.

You will already have success in education and are now anxious to develop your career in a well respected sales organisation.

Applicants should be 25-32 years and possess the drive and ambition to train for a new career. In addition to a first-class induction programme covering product range, marketing and commerce, which is designed to equip you to succeed within our organisation. You will receive ongoing training to keep you up-to-date with new product developments and the latest sales methods.

You will receive an earnings package of £16,000 on-target, including a high basic salary, with very realistic potential to learn much more, plus a company car. There is also a generous incentive scheme offering exciting international travel, and of course, excellent managerial prospects for your future career.

For further details, please telephone Ian Macdonald on 01-998 2828, or write to him at Roboserve Limited, 19 Aintree Road, Perivale, Middlesex UB6 7LG.
(Interviews will be held locally during the Easter vacation).

(04007)

Appointment of Director-General

The Board of the British Council invites applications for the post of Director-General, which falls vacant in the summer of 1987. The Director-General is the chief executive of the Council. The post is open to serving staff and outside applicants, men or women.

The Council's status is determined by its Royal Charter. Its objects are to create an enduring understanding and appreciation of Britain overseas, through cultural, technical and educational co-operation. In developing countries most of the work is in the form of educational aid. The council is represented in eighty-two countries overseas and has a staff of 4,200. The annual budget, including educational aid programmes administered on behalf of the Overseas Development Administration and others, exceeds £200 million.

Applicants should have substantial administrative experience, independence of mind combined with a willingness and ability to speak for the Council to the media or within Whitehall, the ability to establish relations of mutual confidence with Government departments, organizations and individuals with whom the Council works, both at home and overseas, and a wide knowledge of British culture. The post involves extensive travel.

The appointment will be for an initial period of five years. The normal retirement age for senior Council staff is 60. The salary of the post is equated to and kept in line with that of a Second Permanent Secretary in the Civil Service, which is currently £55,000 a year.

The closing date for applications is Friday 2 May 1986. For further details and an application form, please write to the Secretary, The British Council, 10 Spring Gardens, London SW1A 2BN, marking the envelope 'DG'.

The British Council

MISCELLANEOUS

continued

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Glen Parva

TWO POSTS : LECTURER I GENERAL EDUCATION

Required for September 1986 suitably qualified and experienced teachers to co-ordinate the education programme of the trainees.

Applications are invited from teachers who are able to demonstrate an interest in the education of pre and post 16 age group and are prepared to use their initiative to implement a progressive programme.

Those appointed will have sensitivity and commitment based on skills drawn from a wide range of professional and personal experience.

Further details available on request from the Director of Education, Further Education Section, County Hall, Glenfield, Leicester, to whom completed application forms together with CV and further information should be returned by 21 March 1986. (16768) 660000

SUMMER TEACHING JOBS IN AMERICA: work on American childrens' camps, mid-June to end August: see ad under 'Holidays and Accommodation'. (94233) 660000

SUSSEX

Business Manager required April 1986 for Japanese school, at least 10 years experience necessary. Fluent in Japanese and English, able to read and write the 3 Japanese scripts, conversant with British and Japanese business and banking procedures.

Please apply to the Headmaster, Rikkyo School in England, Guildford Road, Rudgwick, Horsham, West Sussex RH12 3BE. (16808) 660000

TYNE AND WEAR

GATESHEAD METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

Applications are invited for the following posts effective from 1st September 1986 or earlier if possible.

1. T.V.E.I. ASSISTANT PROJECT CO-ORDINATOR (Burnham Senior Teacher Scale).

The Authority is seeking to appoint a person with energy and vision to undertake the duties of this post which will involve:

a) liaising between the central organisation of the project and the participating institutions;

b) formulating the plans for the 16+ provision in the project;

c) deputising, where necessary, for the Project Co-ordinator.

This post is available until 31st August 1991.

2. T.V.E.I. DEVELOPMENT OFFICER (Burnham Scale 4).

The Authority is seeking to appoint a person with imagination and enthusiasm to undertake the duties of this post which will involve:

a) promoting the development of resource material produced by the T.V.E.I. project;

b) acting as a catalyst for curriculum development;

c) devising and organising appropriate in-service training opportunities.

This post is initially offered for one year only.

Application forms and further details of both posts are available from the Director of Education, Education Office, Prince Consort Road South, Gateshead, Tyne and Wear, NE8 4LP. Completed forms should be returned to the Director of Education by Friday 21st March, 1986.

We are an equal opportunities employer and welcome applications from candidates of any age, disability, marital status, race or sex. (17660) 660000

PHYSICS TEACHER

Gearhart Geodata Services Limited is a major international oil field service company with a consistently successful track record in the North Sea and worldwide. Our commitment to improving service provides for a challenging work environment and is matched by a progressive attitude towards staff management and development.

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The successful applicant, who will presently be teaching physics to A-level or Higher Standard, will join an expanding training department and will receive full training in all aspects of the company's operations. He/she should be prepared to make occasional visits to offshore installations.

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If you are interested please send a full CV and details of salary expectations to:

James Beaumont
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Howe Moss Drive, Kirkhill Industrial Estate,
Dyce, Aberdeen.

GEARHART GEODATA

MICROELECTRONICS SUPPORT UNIT

appointment of

Director

The Chairman of the Management Board of the Unit, Mr M. G. Nichol, invites applications for the post of Director, who will be required to take up duties as soon as possible after 1 April, 1986.

The Unit will support the local education authorities and teacher training establishments of England, Wales and Northern Ireland in the task of integrating and developing new technology in schools. It will provide a central source of information, train the teacher trainers, develop curriculum materials and support work on new technology in special education. The Unit will build upon the work of the Microelectronics Education programme which is to terminate on 31 March 1986.

The Director will be required to set up and run the activities of the Unit under the supervision of the Management Board. Applicants should be able to demonstrate a sound knowledge of new technology in schools and of the education system as a whole. Proven administrative capability will also be required.

It is likely that the post will be in the Birmingham area. Salary will be on the scale £22,222–£27,065. The post is pensionable under the (contributory) Local Government Superannuation Scheme.

Applications to Mr M. G. Nichol (MSU), Director of Education, Wirral Borough Council, Municipal Offices, Cleveland Street, Birkenhead, Wirral L41 6NH.

Closing date 21 March 1986.

Outdoor Education

DEVON

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Excellent value for money schools adventure activity programmes. Tel: 02372 75992 or write Skern Lodge, Appledore, Bideford, Devon EX39 1NG. (16114) 680000

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INSTRUCTOR SCALE JNC 11
£6,357 - £8,103
Required to join a team of five staff engaged in using the outdoors in a programme of personal and social development.

The Centre is a forty-bed establishment and courses are run for all age ranges, predominantly 14 - 21 years.

Candidates should hold a Teaching/Youth Service qualification together with BCU and/or MLTB Awards.

Further details are available from: The Head of Centre, Middle Head Outdoor Pursuits Centre, Stape, Pickering, North Yorkshire YO18 8QL. (16564) 680000

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COUNTY COUNCIL

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Barley New Road, Barley, Burnley

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Forms/further details from/to Chief Education Officer, County Hall, P.O. Box 61, Preston PR1 8RJ. (S.A.E. please).

Closing date: 20th March, 1986. (17775) 680000

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Required by MOBILE ADVENTURE Ltd, to join this well established company. The successful applicant would be skilled in a wide range of outdoor pursuits, specialising in one of the following: caving sailing, orienteering, or skiing. Governing body qualifications would be an advantage. The person should be capable of working with people of all ages, and abilities. Initially a six month contract will be offered, leading to a permanent post if mutually satisfied.

Applicants should be over 21 and hold a clean driving licence.

Apply with a full C.V. and two referees to: Mobile Adventure Ltd., Bridge Works, Knighton Fields Road West, Leicester LE2 6LG. Tel: 0533 830659. (16929) 680000

YOUNG EXPLORERS' TRUST

EXPEDITION TRAINING OFFICER
This pioneer project seeks and enterprising person, in age range 25 - 30, to set up and run a mobile expedition training unit, working in support of developing inner-city initiatives, and enabling young people to plan and mount tehir own expeditions.

Sound experience of working with young people and of expeditions is essential.

Full details from Fiona Palmer, YET at RGS, 1 Kensington Gore, London SW7 2AR. (16936) 680000

SUMMER TEACHING JOBS IN AMERICA: work on American childrens' camps, mid-June to end August: see ad under 'Holidays and Accommodation'. (94234) 680000

English as a Foreign Language

BERKSHIRE

HEAD OF COURSE with wide experience of boarding schools required this summer on noted 4 week residential Course for children aged 11-16. Non-teaching, resident post.

Details from:- Vacational Studies, Pepys' Oak, Tydehams, Newbury, Berkshire RG14 6JT. (98602) 700000

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MANAGEMENT INTERNATIONAL

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Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.

For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (92528) 700000

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TEMPORARY TEACHING STAFF
SUMMER 1986
Staff are required to teach on residential and non-residential adult courses in Cambridge. Applicants must have ELT qualifications and experience.

Further details and application forms are available from: The Principal, The Bell School, 1 Red Cross Lane, Cambridge CB2 2QX. Tel: (0223) 247242, Ext. 28. (16953) 700000

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Write with CV to Julie Napier, 39 Marshall Rd., Cambridge CB1 4TY. (98245) 660000

KENT

SUMMER POSTS

Graduate staff required, mid/late July, early August for 3/4 week period on English Language courses for overseas children in boarding schools in South East. EFL tutors, games coaches, ancillary staff needed.

Salary: £130-£150 p.wk + full board. Tutors must have relevant teaching exp. or qual. (TEFL); all must have clean licence and be 25 - 35.

If you like children, hard work, sport, and a fantastic experience, then send c.v., A5 size S.A.E. to J.M.N. Horwood, M.A. KLAC 15 Ethlebert Road, Canterbury, Kent CT1 3ND. State dates available, give tel. no. (interviews London). (16958) 700000

KENT

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Sals. £500 to £600, + found.

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The job is based in Basingstoke and travel, mainly in Africa, is an important part of the job.

Applicants should have a Degree in a science or related subject. Teaching or publishing experience would be an advantage but not essential.

Candidates should be tactful, flexible and resourceful and able to maintain a friendly and smooth-working relationship with people both inside and outside the Company. An interest in the tropics, in education and in the subject area is essential.

Please apply in writing with full CV to:

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Macmillan Publishers Ltd
Houndsmill, Basingstoke, Hants RG21 2XS.

ENGLISH AS A FOREIGN LANGUAGE

continued

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DIPLOMA IN TESP (Dip TESP)

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Write for details to: The Director, Ref. T101, Eaton Hall International, Retford, Nottinghamshire DN22 0PR or Tel: (0777) 706441. (99625) 700000.

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Reply to S. Cook, 17 Castle Street, Edinburgh. (16501) 700000

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SUMMER COURSE DIRECTORS AND EFL TEACHERS Preferably living in/near Richmond, Windsor, Guildford, Bath Winchester, for non-residential courses July/Aug. Attractive salaries. DIRECTORS must be good organisers, highly motivated, with TEFL qualifications and experience. TEACHERS must be graduates or qualified teachers with TEFL qualifications and/or experience (preferably at least one year). MEMBER ARELS-FELCO. Send full c.v. to TVCC, 15 Park Street, Windsor, Berks. (17610) 700000

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Send for further information to: Nord-Anglia, Broome House, 152 Palatine Road, Didsbury, Manchester M20. Tel: 061-434 7475. (99655) 700000

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English as a Second Language

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If you would like to apply, or want further details, please contact: Lois Radice (Course Tutor) Havering Technical College, Ardleigh Green Road, Hornchurch, Essex RM11 2LL. Tel: 04024 55011, Ext. 66.

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For full details send large SAE to: TEFL Dept., Linguarama Ltd., 16 Waterloo Street, Birmingham B2 5UG. (14266) 760000

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SERC Studentship Enquiries: SERC, North Star Avenue, Swindon SN2 1ET. Tel: 0793 26222 Ext. 2137.

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Further details and application forms are obtainable from:

Dr. D. F. Clark
Social Work Department
West London Institute of Higher Education
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University of East Anglia, School of Education

CONFERENCE

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THE HOLOCAUST AND HUMAN BEHAVIOUR
28-30 May, 1986

This conference deals with teaching about The Second World War Holocaust. It is based on the work of an American curriculum team FACING HISTORY AND OURSELVES Inc (Boston, Mass). Two team members, Bill Parsons and Marc Skvirsky, will introduce resource-based proposals for classroom work with pupils aged 13 upwards about The Holocaust and the issues raised by that history; genocide, stereotyping, racism, conformity, resistance. One aim is to help pupils develop their understanding of the relationship between personal belief and action in their own lives.

The Conference will be of interest to educators/teachers of History, RE, Humanities, Moral and Multi-Cultural Education.

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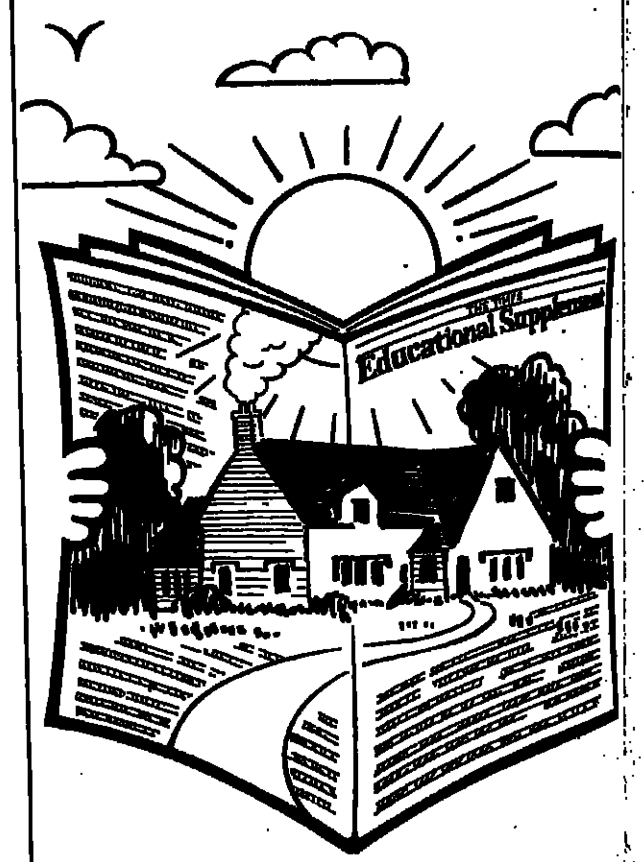

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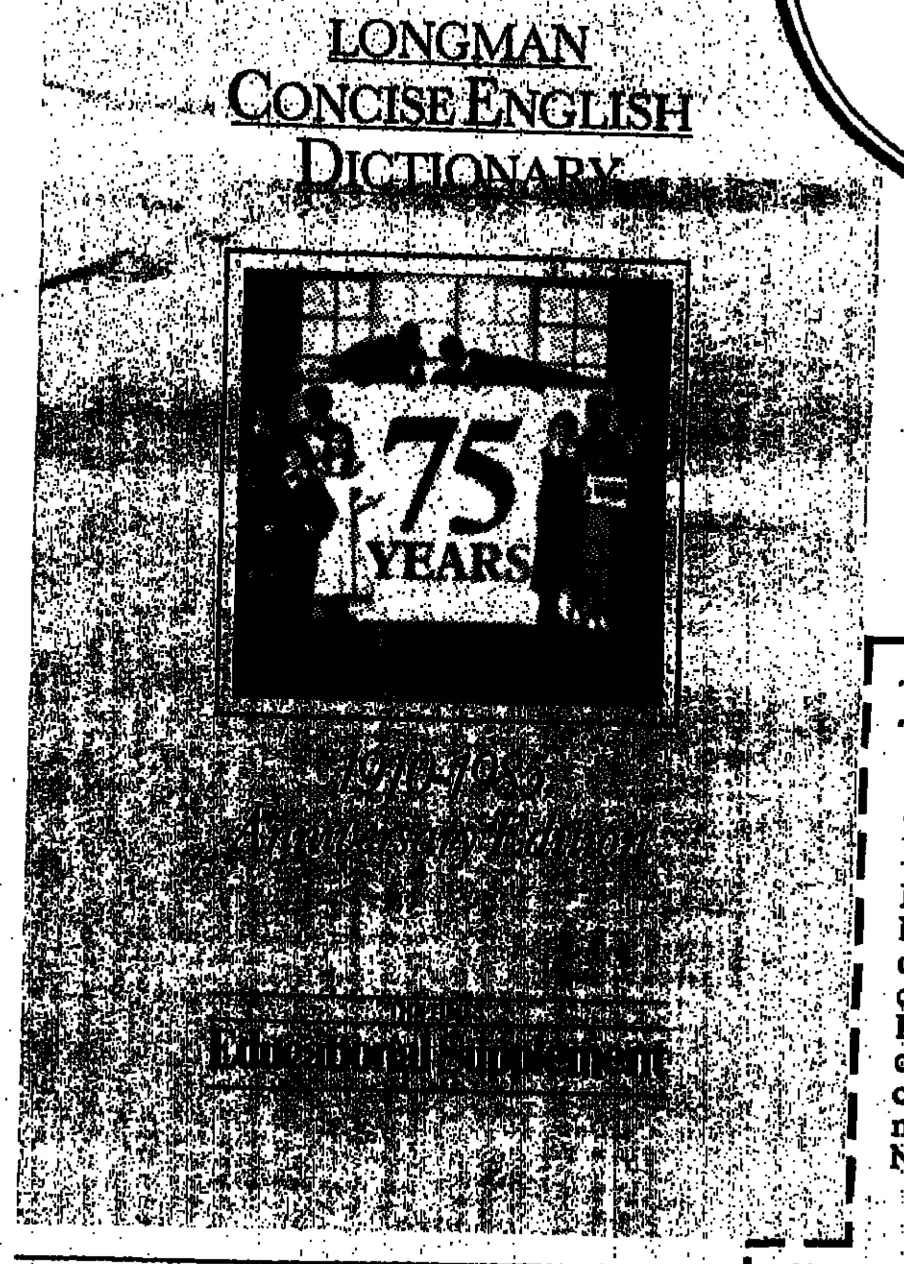

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